DOCUMENT RESUME

ED 245 783 PS 014 051

TITLE Preschool through 2nd Grade Learning Activities Designed for Parents to Make and Play with Their Children. The Best of BES--Basic Educational Skills Materials.

INSTITUTION Community Services for Children, Inc., Bethlehem, PA.; Southwest Educational Development Lab., Austin, Tex.

SPONS AGENCY Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE 83

GRANT ACYF-307704

NOTE 151p.; For related documents, see PS 014 048-58. Prepared by staff of Head Start of the Lehigh Valley and the Easton Area School District.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS Basic Skills; Educational Objectives; Grade 1; Grade 2; Kindergarten; *Language Acquisition; *Learning Activities; *Mathematics; Parent Materials; *Parent Participation; Prereading Experience; Preschool Education; Primary Education; Writing Readiness; *Young Children

IDENTIFIERS Basic Educational Skills Project

ABSTRACT

This book was written to help parents understand and enhance their children's development in mathematics and language. The first section sets forth basic learning goals in mathematics and language for preschool and kindergarten children and students in the first and second grades. The second section provides approximately 100 language and math activities for preschool through second-grade children and their parents. Each activity includes a statement of objectives, a list of materials needed, directions for making materials and playing, and suggested ways to vary the activity. (RH)

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Preschool through 2nd Grade Learning Activities

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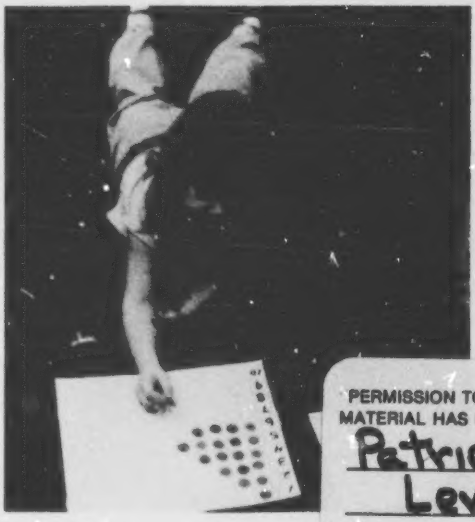

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Designed for parents to make and play with their children

Develops MATH and LANGUAGE Skills

$ 10.00

This book was developed by staff of
Head Start of the Lehigh Valley
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Sponsored by the
Administration for Children, Youth, and Families
Under Grant No. 307704, Basic Educational Skills

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Credits to Design Media Concepts,
Get Set and Walsworth Publishing Company

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HOW TO USE THIS BOOK

This book was written to help parents understand their children's development in MATH and LANGUAGE and enhance this development.

The first section consists of the BASIC GOALS in LANGUAGE and MATH. These describe minimum skills which your children should be able to master during their Preschool, Kindergarten, First, and Second Grade years.

The second section is devoted to activities designed to encourage children to develop and practice some of these skills.

ABOUT THE BOOK

The GOALS and ACTIVITIES were developed by Head Start and Public School teachers and administrators so that they would generally apply to most children. Then they were field tested by teachers in the classroom and/or by parents in the home in order to select those appropriate for publication.

INTRODUCTION TO THE BASIC LEARNING GOALS

In our children's educational life we often hear and read the phrases: "developmentally slow", "developmentally advanced", "within the developmental age range", "on grade level", "above grade level", and "below grade level". Yet few of us have concrete ideas of what is expected of preschool, kindergarten, first and second grade children.

The following pages are a guide to help you have an idea of learning goals for your child within specific age ranges. These Basic Learning Goals are the minimum tasks your child should perform successfully in order to have a foundation for future learning and school work. Many more concepts are taught and learned by children at each developmental grade level, however, these are the fundamental skills.

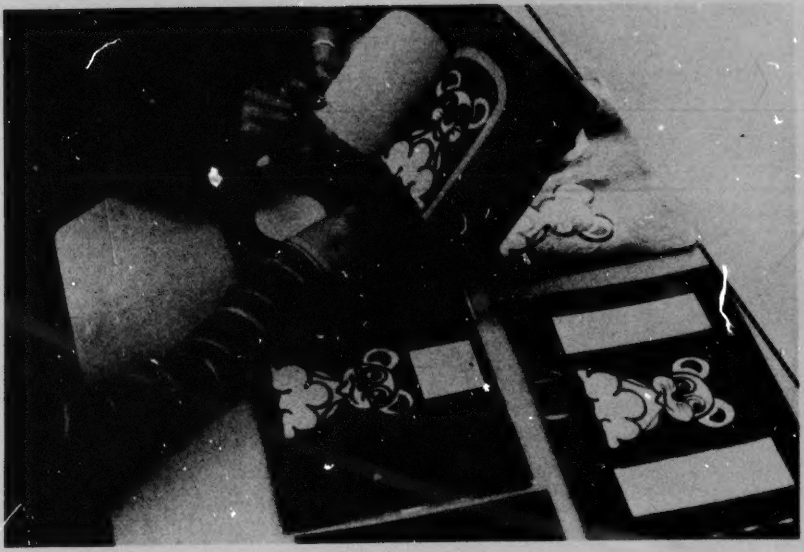
If you notice that your child is having problems learning a particular skill or skills, don't be alarmed. Do try the activities in this book. Do call your child's teacher and ask for ideas, for more activities related to the desired skill. You could also wait a little while, in order to give your child a chance to develop the skill(s). Always keep in mind that children learn in different ways and they learn at different speeds. Your child may only need a little more time, a little more practice, a little of your help, and a lot of your praise and encouragement.

PRESCHOOL
BASIC LEARNING GOALS IN LANGUAGE

The following basic learning goals describe skills which children should be able to master during their preschool years. These skills lay the foundation for future learning.

Please keep in mind that children develop these skills gradually. Doing the activities suggested in this book can help your child in his language development. Make time to play with your child, and try to be patient as your child needs to repeat the activities again and again in order to master the skills.

The basic learning goals in language are divided into two skill areas. These are:
SPEAKING and LISTENING, and **PREREADING and PREWRITING.**



SPEAKING/LISTENING

Children in this age group should be able to:

1. . . . discriminate between like and unlike sounds.
   e.g., The children can identify or match like sounds, and can identify which sounds are different.
2. . . . use an increasing vocabulary of words, including:
   — words for important people in the child's world
   — words for common objects
   — words for parts of the body
   — words for clothing
   — words for experiences, action words
   — describing words
   — position words
   — words for colors
3. . . . use single words appropriately, then sentence fragments and 2-3 word sentences, and then longer sentences in the future, present, and past tenses.
   NOTE: Grammar and articulation may not be correct as many sounds and grammatical rules have not yet been mastered by the child.
4. . . . respond appropriately to spoken language using intelligible speech; converse using single words or simple sentences in context.
5. . . . follow simple directions, beginning with one-step directions and increasing to three-step directions.
6. . . . demonstrate an increasing memory span.
   e.g., The children can predict what comes next in a familiar story. The children can recall one of four objects shown.

PREREADING/PREWRITING

Children in this age group should be able to:

1. . . . visually discriminate between like and unlike objects and pictures of objects
   e.g., Children should be able to match pictures of like objects. Children should also be able to match pictures of objects requiring discrimination of two or more variables such as color, size, position.
2. . . . identify parts of a picture, or parts of a whole.
   e.g., The children can point to the deer in a picture of a deer in the forest. The children can complete simple puzzles.
3. . . . perform left to right movements with the eyes (tracking) and hands.
   NOTE: Parents should encourage children to practice these movements by setting up games and activities that have the children working from left to right. Children should have a beginning awareness of sequencing material left to right.
4. . . . demonstrate an awareness of upside-down positions of objects.
5. . . . become familiar with the shapes and names of letters, and with alphabetical order.
6. . . . begin to associate letters with sounds.
7. . . . begin to associate written symbols (words) with their referents (the objects, pictures of objects, events and experiences to which the words refer)
8. . . . listen to stories with interest
   NOTE: It is very important for children to learn to enjoy books in their preschool years. Parents can encourage this by setting aside a special time for reading to their youngsters, and by demonstrating their own enjoyment of books.
9. . . . demonstrate increasing fine muscle coordination

e.g., Children should be able to scribble, use finger paints, clay, easel paints, large crayons, string large beads. Later children should be able to trace patterns, and copy:

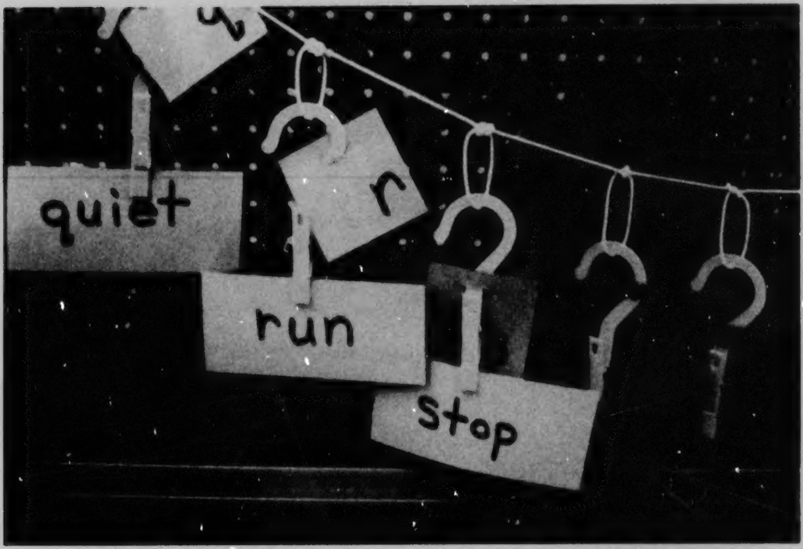
- — a vertical line
- — a horizontal line
- — a circle
- — a cross
- — diagonals
- — a square
- — an "X"
- — a triangle
- — a diamond

KINDERGARTEN
BASIC LEARNING GOALS IN LANGUAGE

The following basic learning goals describe skills which children should be able to master during their year in kindergarten. These skills build on those skills already learned during the preschool years.

Reread the preschool goals. Review the preschool activities with your child to prepare him for the kindergarten tasks.

These goals require the child to refine skills using his eyes, ears, mouth, and hands; many goals require the child to use combinations of seeing, hearing, speaking, and manipulation (eventually writing). Therefore these goals are listed under the "body part" which does most of the work to successfully accomplish the goal: **HANDS, MOUTH, EYES,** and **EARS**



HANDS

Children in this age group should be able to:

1. . . . hold scissors correctly and cut along given lines.
2. . . . trace patterns, letters, lines and shapes.
3. . . . draw given letters, lines and shapes.
   e.g., When shown a letter, children will draw one like it.
4. . . . make straight, diagonal and curved lines.
   e.g., These are the kinds of lines necessary to make the letters of the alphabet and the numerals.
5. . . . draw a house.
6. . . . draw a person.
7. . . . print capital and small letters.
8. . . . print his or her own first name from memory using a capital letter as the first letter only.
9. . . . copy simple words from hand written models.
10. . . . follow left to right, top to bottom sequence.
11. . . . draw recognizable pictures of everyday objects such as a bird or tree.

MOUTH

Children in this age group should be able to:

1. . . . speak so they can be understood.
   e.g., Parents should understand that children often have trouble saying certain letter sounds such as r and th clearly. These difficulties are overcome with growth and practice.
2. . . . use the pronouns I and me correctly.
   e.g., Correct: "I want a book."
   "May I use the bathroom?"
   "Give it to John & me."
   "He is taller than I am."
   "John and I play together."
   "Run after her and me."
3. . . . speak in complete sentences.
   e.g., When speaking in sentences, children should tell about whom or what they are speaking and then tell what happened.

Who?	What happened?
My friend	missed the bus.

What?	What happened?
My crayons	were melted by the sun.

4. . . . say the opposite for a given word.
   e.g., Some examples are: hot - cold, up - down, and big - little.
5. . . . stick to the topic when participating in discussions.
6. . . . name most of the capital and small letters.
7. . . . predict outcomes of simple situations in everyday life.

EYES

Children in this age group should be able to:

1. . . . match like pictures, symbols, letters, or words.
2. . . . circle a different picture, symbol, letter or word.
   e.g., Children are given three pictures - 2 dogs and a mouse. They should circle the

mouse as being different.

3. . . . identify by saying or drawing the missing part of objects.
   e.g., Children are shown a picture of a person without an arm. They should say that the arm is missing or they should draw it.
4. . . . identify most of the letters of the alphabet.
5. . . . recognize initial (beginning) letter in a word.
   e.g., Children see the word bird. They say the word bird begins with the letter b.
6. . . . match identical (same) letters.
   e.g., Children are given two lists of either capital or small letters. They will match the small f with other small f.
7. . . . match most capital and small letters given these letters in lists.
   e.g., There are certain capital and small letters that children have difficulty matching. These are the letters in which the big and small letters do not look very much alike, such as: Q and q.
8. . . . match words that are the same.
   e.g., Children will be given a key word such as boy. They are shown three more words such as: girls, man and boy. They should point to the word boy.
9. . . . put story pictures in the order in which they happened.
   e.g., Children are given the first picture of a story. The story is about making a snowman. The first picture shows the children and one huge snowball. They are given 3 more pictures. One picture shows a finished snowman; another shows two huge snowballs one on top of the other; and the third picture shows the two huge snowballs and a small snowball stacked together. They are to put them in order.
10. . . . put together a simple puzzle.
11. . . . identify and use the space positions: first, middle and last.
12. . . . name the colors red, orange, yellow, green, blue, purple, brown, and black.

EARS

Children in this age group should be able to:

1. . . . understand that oral language can be written.
2. . . . tell some initial (beginning) consonant sounds.
   e.g., Children hear the word boy. They will say that boy begins with the sound of b.
3. . . . recognize rhyming words.
   e.g., Children hear the words hat, fat and can. They are asked which two words rhyme. They should respond hat and fat.
4. . . . listen to a story or poem.
5. . . . follow oral directions.

GRADE 1
BASIC LEARNING GOALS IN LANGUAGE

The first grade basic goals build on and extend the skills learned in kindergarten. The skills presented here are those which are minimally expected to be achieved by the time the child finishes first grade. It is important to remember that children learn these skills at different rates. It is also important for you to remember that children learn to read using a combination of many approaches.

Review the Kindergarten basic goals with your child. This will prepare him for his work on the first grade level. Then begin playing the first grade activities.

The Basic Learning Goals in Language are divided into five skill areas. These areas are: **SPEAKING, CREATIVE WRITING, AND SOUNDS/PHONICS, MEMORY AND SOUNDS/SPELLING, AND LISTENING AND FOLLOWING DIRECTIONS.**

SPEAKING

Children in this age group should be able to:

1. . . . understand and use the position words: up, down, over, under, around, on, below, top, middle, bottom, left, right, first, last, next to, beginning, and second.
   eg. Children should use and understand these words when identifying the position of people or objects or describing objects or people in pictures.
2. . . . name word opposites.
   e.g., front-back
   get-give
3. . . . name objects (nouns) in a picture.
4. . . . ask questions using complete sentences.
5. . . . answer questions using complete sentences.
6. . . . make up one sentence and/or questions about a given picture, word or object.
7. . . . fill in a missing naming (noun) or doing (verb) word to finish a sentence.
8. . . . identify a word as expressing one or more than one.
9. . . . use the words "is" and "are" correctly.
   e.g., **Is** is used when speaking about one thing or person. **Are** is used when speaking or writing about more than one thing or person.
10. . . . use the words "he" and "I" as substitutes for nouns (naming words).
11. . . . tell a story ending having been read or told the story's beginning.
12. . . . speak word endings clearly.
13. . . . number three story pictures in the order in which they would logically occur and explain why they would occur that way.

CREATIVE WRITING

Children in this age group should be able to:

1. . . . try to write a simple telling or asking sentence with correct punctuation.
   e.g., Children are to try to write simple sentences using a given word, picture or object clue. They may use words from their spelling books.
2. . . . write capital letters at the beginning of people's names, the first word of a sentence, and the word, "I".
3. . . . copy complete asking or telling sentences from a model in a book, on a paper or from a blackboard.
4. . . . identify a sentence from a non-sentence.

READING AND SOUNDS/PHONICS-MEMORY AND SOUNDS/SPELLING

Children in this age group should be able to:

1. . . . read basic sight words.
   e.g., Sight words are words which the children are taught to recognize immediately. They do not sound these words out.

BASIC SIGHT WORDS LIST

and
here
come
comes
the
is
down
up
in
out
ride
rides
one
two
find
finds
for
that
are
dog
dogs

go
I
a
jump
jumps
me
three
little
big
look
my
play
plays
it
said
we
do
can
can't
not
to

cat
cats
make
makes
run
runs
see
you
he
she
what
am
who
boy
boys
away
big
for
help
helps
it

my
ball
daddy
down
mother
stop(s)
work(s)
we
walk(s)
man
girl(s)

2. . . . pick out the correct word form to complete a simple sight word sentence.
   e.g., The cat (see, sees) the dog.
3. . . . recognize all consonant sounds and try to sound out words using beginning and ending consonant sounds.
   e.g., "sound out" means trying to say unfamiliar words by blending together individual sounds.
4. . . . recall details about simple stories they have read or stories which someone has read to them.
5. . . . identify a written sentence as a question or a statement.
6. . . . become familiar with alphabetical order.
7. . . . rhyme words.
8. . . . recognize the short and long vowel sounds and try to sound out words with the short and long vowel sounds.
9. . . . spell three letter words with the consonant-short vowel (ai, i, o) consonant sounds.
   e.g., Examples: mat, hit, mop.

LISTENING AND FOLLOWING DIRECTIONS

Children in this age group should be able to:

1. . . . follow simple oral directions.
   e.g., Color the rabbit's hat green. Draw an X on the dog.
2. . . . repeat given directions.
3. . . . listen to poems and to stories.
4. . . . retell a simple story in their own words.
5. . . . develop the ability to remember what they hear and to respond appropriately.
6. . . . develop the ability to concentrate on one particular direction.
7. . . . develop the ability to recognize from oral descriptions similarities and differences of objects being described.

GRADE 2
BASIC LEARNING GOALS IN LANGUAGE

The second grade basic goals build and expand on the first grade goals. The skills presented here are those which are minimally expected to be achieved by the time the child finishes second grade. It is important to remember that children learn these skills at different rates. Practice the new skills regularly with your child. Encourage your children to speak and write their language properly.

Review the first grade basic goals with your child. This will prepare him for his work on the second grade level. Then begin playing the second grade activities.

The Basic Learning Goals in Language are divided into five skill areas. These are: **SPEAKING, CREATIVE WRITING, READING AND SOUNDS, PHONICS - MEMORY AND SOUNDS/SPELLING, and FOLLOWING DIRECTIONS/LISTENING.**

Story
Treasure B
I found this bug
I took the bug to school
The bug died We put it

SPEAKING

Children in this age group should be able to:

1. . . . speak in complete sentences.
   e.g., Children should answer questions in complete sentences, and ask questions in complete sentences.
2. . . . know and tell their names, addresses, and phone numbers.
3. . . . say word endings "ed" and "ing" clearly.
4. . . . use describing words to tell how things look and/or feel.
   e.g., Children are asked to tell about a pillow.
   They may say: "It feels soft, fluffy.", etc.
5. . . . make up three to five telling sentences and/or questions about a given picture clue or object.
6. . . . use the word "not" correctly.
   e.g., "I do not got no pencil." is incorrect.
   "I do not have a pencil." is correct.
7. . . . use the contractions **isn't, can't** and the words **am not** correctly in sentences.
8. . . . name the days of the week in order, and recognize the names of the months.

CREATIVE WRITING

Children in this age group should be able to:

1. . . . write a simple telling or asking sentence with proper punctuation.
2. . . . write capital letters at the beginning of the names of months, names, special days, days of the week, and titles before names (Mr. Smith, Dr. Jones, Mrs. James).
3. . . . when given a topic, write a paragraph consisting of three or more sentences.
   e.g., Children are not expected to write perfectly punctuated paragraphs with every word spelled correctly. They are expected to write sensible sentences which stick to the given topic.
4. . . . copy an invitation in correct form and copy a thank you note in correct form, and copy an addressed envelop in correct form.
   e.g., Children will copy the invitation, thank you note and evelope from models on the board or in books or on paper in front of them.

READING & SOUNDS/PHONICS AND MEMORY AND SOUNDS/SPELLING

Children in this age group should be able to:

1. . . . read the numeral words zero through ten.
2. . . . number three - six story pictures in the order in which they happened.
3. . . . number three simple sentences in the order in which they happened.
   e.g., These sentences will deal with everyday happenings.
   Example:
   Get into the tub and wash. ____
   Dry off with a towel. ____
   Take off your clothes. ____
4. . . . read basic sight words.
   always
   around
   because
   goes
   green
   its
   upon
   us
   use

been
before
best
both
buy
cold
call
does
don't
fast
first
five
found
gave
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
very
wash
which
why
wish
work
would
write
your

5. . . . recognize the short vowel sounds and try to sound out words using the short vowel sounds of a (bag), e (beg), i (big), o (bog), and u (bug).
6. . . . recognize the long vowel sounds and try to sound out words using the long vowel sounds.
   e.g., Children are taught to recognize word patterns which usually have long vowel sounds.
   1) Words which have the consonant-vowel-consonant-silent e pattern usually have long vowel sounds. (bake, note, bike)
   2) In simple words which have two vowels coming together, the first vowel is usually long and the second silent. (rain, beak, goat)
7. . . . be familiar with alphabetical order.
8. . . . read a simple story and tell whether the story is fact or fantasy (make-believe).
9. . . . try to use blends in sounding out words and recognize the sounds of blends:

   fl cr gl st sp sm sn tw
   dr pl pr fr sl tr cl br

10. . . . try to use the diagraphs sh, ch, wh, and th in sounding out words.
11. . . . recognize the sounds of blends and try to spell words which contain sounds with which the children are familiar. They are to use the diagraphs, blends, consonant sounds, short and long vowel sounds. Basically, the words would have these patterns:

make	consonant-vowel-consonant-silent e
boat	consonant-vowel-vowel-consonant
glad	blend-vowel-consonant
shed	diagraph-vowel-consonant
mash	consonant-vowel-diagraph

12. . . . become familiar with simple contractions.
13. . . . become familiar with simple homonyms.
14. . . . be able to rhyme words and recognize rhyming words.
15. . . . become familiar with dipthong sounds and spelling.

FOLLOWING DIRECTIONS/LISTENING

Children in this age group should be able to:

1. . . . read simple written instructions or directions and follow them.
   e.g., Put an X on the dog. Color the dog's tail brown.
2. . . . listen to and follow simple directions given verbally.
3. . . . begin to be able to repeat instructions verbally and to write out instructions.

PRESCHOOL
BASIC LEARNING GOALS IN MATH

The following basic learning goals describe skills which children should be able to master during their preschool years. These skills lay the foundation for future learning.

Read the goals, and do the activities with your child. It is helpful to set aside a special time everyday to play these activities. Remember that the child learns gradually to master a skill, so it is important to be patient and repeat the same activities many times.

The preschool math goals are divided into three skill areas. These are:
NUMBER CONCEPTS, CLASSIFICATIONS, and SHAPES, SPACE and MEASUREMENT.

How many buttons ?
How many paper clips ?

NUMBER CONCEPTS

Children in this age group should be able to:

1. . . . begin to understand the concept of numbers.
   e.g., Using concrete objects, the child should be able to count to 10, and to relate to the amounts 1 to 10. The child should understand zero as no objects. The child should also gradually understand that number (the amount) does not change with a change in the positions of the objects being counted. The child should understand one to one correspondence.
2. . . . begin to recognize the numerals 1 to 10 as symbols for numbers.
   e.g., The child should gradually be able to name, read, and write the numerals, and begin to match the appropriate numeral to a set of objects.
3. . . . begin to recognize numerical sequence.
   e.g., The child identifies what number comes after a given number.
4. . . . begins to understand ordinal position words: first, last, second and middle.
5. . . . understand the concept of one more using concrete objects.

CLASSIFICATION

Children in this age group should be able to:

1. . . . perform one to one matching.
2. . . . sort objects by common properties.
   e.g., The child should be able to sort concrete objects into like piles by type of object, by color, by shape, and by size.
3. . . . begin to work with concrete objects as sets.
   e.g., Things that go together may be used as a set, such as a table setting. Things with common properties may be sorted into a pile and may be referred to as a set.

SHAPES, SPACE, and MEASUREMENT

Chilren in this age group should be able to:

1. . . . discriminate by size
   e.g., Children can recognize an object as larger, smaller, largest, smallest. They can compare objects using size relationships.
2. . . . seriate by size
   e.g., Children can place concrete objects in order of increasing/decreasing size, volume.
3. . . . recognize and name simple geometric shapes.
4. . . . begin to work with very simple fraction concepts.
   e.g., Children can recognize parts of a whole.
5. . . . begin to understand simple concepts of measurement.
   e.g., Using concrete objects and linear measurement tools, such as rulers or pieces of string, children can determine and compare lengths. Children can use concrete objects to estimate space, volume.
6. . . . begin to recognize and name a penny, nickel, dime, and quarter, and associate them with approximate amounts (a quarter is worth more than a penny).
7. . . . begin to tell time to the hour and to relate to personal time (later, dinner time, now, after a while, etc.).

KINDERGARTEN
BASIC LEARNING GOALS IN MATH

The following goals describe the basic skills which most children learn during their year in Kindergarten. These skills build on those skills already mastered during the preschool years.

Reread the preschool goals. Review the preschool activities with your child to prepare him for the Kindergarten tasks.

The Kindergarten math goals are divided into three skill areas. These are:
CLASSIFICATION, SHAPES, SPACE and MEASUREMENT and NUMBER CONCEPTS.

CLASSIFICATION

Children in this age group should be able to:

1. . . . sort and put like objects and/or pictures into groups by either their common size, shape, color, number, where they live, what they do, or by any other feature.
   e.g. children are given eight triangles all the same size. Five are blue and three are green. Children should be able to put the triangles into two groups by their common color.

SHAPE, SPACE AND MEASUREMENT

1. . . . identify the shorter and longer of two horizontal objects.
2. . . . identify the longest and shortest of three horizontal objects.
3. . . . identify the smaller and larger of two objects; they can also identify the smallest and largest of a series of objects.
4. . . . identify a penny, nickel, dime, quarter and a dollar bill.
   e.g., Children are shown the money, and begin to learn the names of the coins or bills.
5. . . . identify the shapes: circle, square, triangle, rectangle, diamond and ellipse (oval).
   e.g., Children should be able to pick out a given shape from a group of shapes. If they are given a shape, they should be able to name it.
6. . . . estimate how many objects or shapes will fit into a given area.

NUMBER CONCEPTS

Children in this age group should be able to:

1. . . . determine which of two groups of objects or pictures of objects has more by looking at the groups.
   e.g., Children are shown a vase with ten flowers and one with five flowers. They should decide by looking that the vase with ten has more.
2. . . . match one object to another object to show groups that are equal or groups that have one more.
   e.g., Children are given a picture of four dogs and four bones. They draw lines connecting each dog to a bone to show equal groups.
   e.g., Children are given a picture of four dogs and five bones. They draw lines connecting each dog to a bone. This shows that the bone group has one more than the dog group.
3. . . . be able to count up to 10 objects in a group.
   e.g., Children are given a picture of groups of four dogs, two flowers, eight shoes, four buttons, and five balloons. They are told to find groups of four. They should mark the dog and button groups.
4. . . . recognize the correct numeral for that same group.
   e.g., Children are given a picture of seven clowns. They will count and tell how many clowns there are. Telling how many is the **number** of the group. This is seven. Children will point out and write the **numeral** or **symbol** for the number seven which is 7.
5. . . . count the total of two different groups of objects to find out how many there are in all. They should be able to work with the numerals (symbols) 0 through 10.
   e.g., Children are given a picture of a group of 3 airplanes and another group of 12

airplanes. They count how many airplanes there are in all.

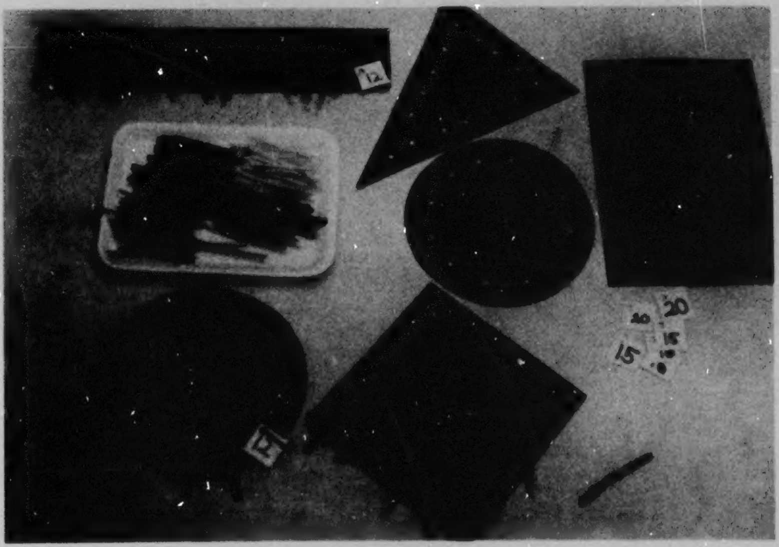
6. . . . write from memory the numerals 0 through 10 in sequence.
   e.g., Children will often write a numeral backwards. Their 2 may look like this: "s", or their 3 like this: "E". This is a common mistake. It is corrected by practice and by eye and hand development.
   e.g., Children are given mixed-up numeral cards. They are to put the cards in order from 0 through 10.
7. . . . count from 0 through 29 out loud.

FIRST GRADE
BASIC LEARNING GOALS IN MATH

The following basic learning goals describe skills which children should learn during their year in first grade. These goals build on those skills already mastered in Kindergarten.

Reread the Kindergarten goals. Do the activities with your child to refresh his memory and to prepare him for a new year's work.

The first grade math goals are divided into two skill areas. These areas are:
SHAPES, SPACE and MEASUREMENT, and NUMBER CONCEPTS



SHAPES, SPACE AND MEASUREMENT

Children in this age group should be able to:

1. . . . tell time to the hour and half hour using time-telling vocabulary.
2. . . . match shapes of the same size using objects or pictures of circles, triangles, squares, rectangles, ellipses, and diamonds.
3. . . . find the length of objects up to and including 12 centimeters using a ruler.
4. . . . identify whether half or less or more than half of a given area is shown in a picture or object.
   e.g., Children are shown a rectangle. Part of the shape is shaded red. They must identify the shaded area as covering half of the rectangle or more than or less than half.
   e.g., Children are given a piece of bread cut into two pieces. They should be able to tell if a piece is half or less than half by looking at it.
5. . . . find the value of a group of coins up to and including 25¢ by counting.
6. . . . find the group of coins which matches the value of an object priced at less than or equal to 25¢.
   e.g., Children are shown an eraser with a 12¢ tag on it. They are given pictures of 3 groups of coins. Group 1 has a dime and a nickel. Group 2 has two pennies and a dime. Group 3 has four pennies and a nickel. The children must match the eraser with Group 2.

NUMBER CONCEPTS

Children in this age group should be able to:

1. . . . identify by position the ordinal numbers first through fifth.
   e.g., The ordinal numbers are: first, second, third, fourth, and fifth. Children should know and use these words by arranging or identifying objects using spoken words in order.
2. . . . identify the numerals 0 to 99
   e.g., Children will say the name of a numeral when shown the numeral on a flash card.
3. . . . count from 0 through 99.
4. . . . write the numerals from 0 through 99 in order.
5. . . . identify the number and numeral of objects grouped by tens and ones. They will understand place value to the tens place.
   e.g., Children are shown 6 bundles of pencils and 4 extra pencils. There are 10 pencils in each bundle. Children are to recognize that this represents the number 64. They are to write the numeral 64 as the symbol for 6 groups of ten and 4 ones.
6. . . . solve addition and subtraction problems using the basic fact families through 5 without aids.
   e.g., The children must memorize the basic fact families through 5. It is hoped that they understand the relationship between addition and subtraction. Sample fact families are:
      2 + 3 = 5   1 + 2 = 3
      3 + 2 = 5   2 + 1 = 3
      5 − 2 = 3   3 − 1 = 2
      5 − 3 = 2   3 − 2 = 1
7. . . . solve addition and subtraction problems using basic fact families 6 through 18 using aids.
   e.g., Children may use number lines, pictures, or objects to solve these problems. Sample fact families are:
      4 + 6 = 10   7 + 9 = 16
      6 + 4 = 10   9 + 7 = 16
      10 − 4 = 6   16 − 7 = 9
      10 − 6 = 4   16 − 9 = 7
8. . . . find the sum of 3 single digit addends; the sum will not be more than 10.

e.g., Children will add 3 + 4 + 2 or 1 + 4 + 5.
They may use aids such as numberlines, pictures, or objects to help them solve the problems.

9. . . . find the sum of two digit addends that are two digit multiples of ten.
e.g., Children will find the sum of 30 + 40 or 50 + 40 etc.

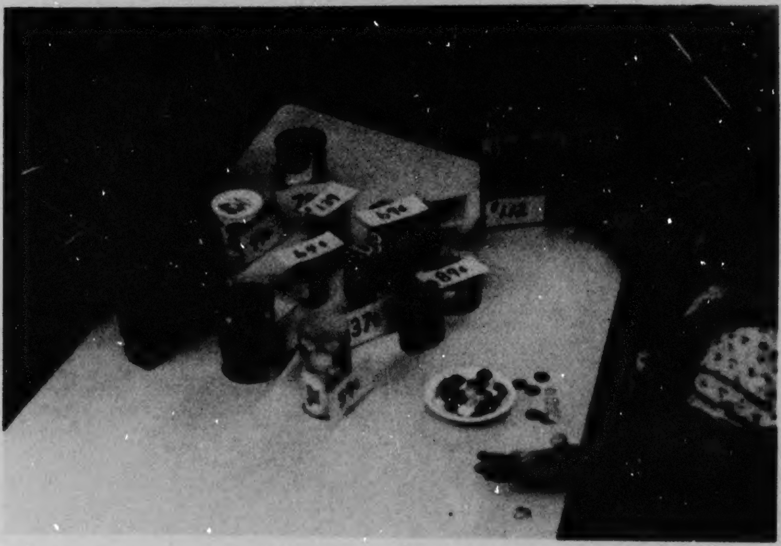
10. . . . find the sum of two digit addends without carrying.
e.g., Children will find the sum of 23 + 74. In this kind of problem the sum of the ones column is less than 10, so it is not necessary to carry a group of 10.

SECOND GRADE
BASIC LEARNING GOALS IN MATH

The following basic learning goals describe skills which children should learn by the completion of their year in second grade. These skills build on those skills already mastered in Kindergarten and first grade.

Reread the Kindergarten and first grade goals. Do the activities with your child to prepare him for learning second grade basic skills.

The second grade math goals are divided into two skill areas. These are:
SHAPES, SPACE AND MEASUREMENT, and NUMBER CONCEPTS.



SHAPES, SPACE AND MEASUREMENT

Children in this age group should be able to:

1. . . . tell and record time to the hour, half hour, and quarter hour using time-telling vocabulary.
2. . . . identify a half dollar.
3. . . . count amounts of money up to 50¢ in half dollars, quarters, dimes, nickels and pennies.
4. . . . find the length of objects or pictures of objects up to and including 18 centimeters using a ruler.
5. . . . identify one half of a group of 10 or less objects.
   e.g., Given 12 cars, children will divide the group in half.
   e.g., Given a picture of 10 balloons, children divide the balloons into 2 groups of 5 with a pencil.
6. . . . identify the longer and/or shorter of two given line segments.
   e.g., A line segment is part of a line. This is line segment A.______. This is line segment B .________. Line segment B is longer than A.

NUMBER CONCEPTS

Children in this age group should be able to:

1. . . . identify the ordinal numbers first through tenth.
2. . . . count by twos 5 to 20 (0,2,4,5,. . .), fives to 60 (0,5,10. . .), and tens to 100 (0,10,20. . .).
3. . . . identify the greater or lesser of two numerals, each less than 99 by using the greater than symbol (>) or the less than symbol (<).
   e.g., Children will compare 2 numerals less than 99 by using the > or < sign: 29 < 84, 19 > 10.
4. . . . identify and write three digit numerals for objects grouped by hundreds, tens, and ones.
   e.g., Children are given a picture of 3 bundles of sticks each containing 100 sticks, and 6 bundles of sticks each containing 10 sticks, and 9 single sticks. Children should recognize that this is a picture of 369 sticks. They are to write the numeral 369 which represent 3 hundreds, 6 tens, and 9 ones.
5. . . . identify the numerals 100 to 999.
   e.g., Children will say the name of a numeral when shown the numeral on a flashcard.
6. . . . count from 100 to 999.
7. . . . write the numerals 100 to 999 without reversals and in the proper sequence.
   e.g., Children should not be writing numerals backwards.
8. . . . identify the number of hundreds, tens and ones in a given numeral.
   e.g., Given the numeral 965 children will indicate orally or in writing that there are 9 hundreds, 6 tens, and 5 ones.
9. . . . Solve addition and subtraction problems using basic fact families through 10 without aids.
   e.g., The children must memorize the basic fact families through 10. Sample fact families are:
   3 + 6 = 9   5 + 5 = 10
   6 + 3 = 9   10 − 5 = 5
   9 − 6 = 3
   9 − 3 = 6
10. . . . Solve addition and subtraction problems using basic fact families 11 through 18 using aids.
   e.g., Children may use number lines, pictures, or objects to solve these problems. Sample fact families are:
   2 + 9 = 11   6 + 9 = 15
   9 + 2 = 11   9 + 6 = 15
   11 − 2 = 9   15 − 6 = 9
   11 − 9 = 2   15 − 9 = 6

11. . . . Solve story problems (given orally or in writing) using the addition and subtraction facts up to and including 10.

e.g., Story problems are word problems: My dog has 6 bones. He hid 4 bones. How many bones does he have left?

ans. 6 – 4 = 2 bones left.

12. . . . find a missing addend.

e.g., Children will say or write the numeral to make the equation true. Given: $\quad + 6 = 10$, children will say or write 4 to finish the equation.

13. . . . find the sum of 3 single digit addends.

e.g., Children will add 6 + 2 + 3 or 4 + 3 + 5. They may use aides such as number lines, pictures or objects to help them solve problems.

14. . . . Solve story problems (given orally or in writing) using the addition and subtraction facts 11 through 18 with aides.

15. . . . Find the sum of 3 digit addends without carrying.

e.g., Children will find the sum of $\begin{array}{r} 234 \\ +162 \\ \hline \end{array}$ In this kind of problem the sum of the ones column is less than 10 so it is not necessary to carry a group of 10. The sum of the tens column is less than 100 so it is not necessary to carry a group of 100.

16. . . . find the sum of mixed addends of one, two, or three digits.

e.g., Children will find the sum of $\begin{array}{r} 231 \\ 12 \\ 4 \\ \hline \end{array}$ These problems will be written for the children. It takes practice for the children to write this type of problem using correct place value.

17. . . . find the difference of 2 and 3 digit numerals without borrowing.

e.g., Children will solve 82 – 41 or 469 – 238. The children do not have to borrow to find the difference (the answer). They must use their basic facts.

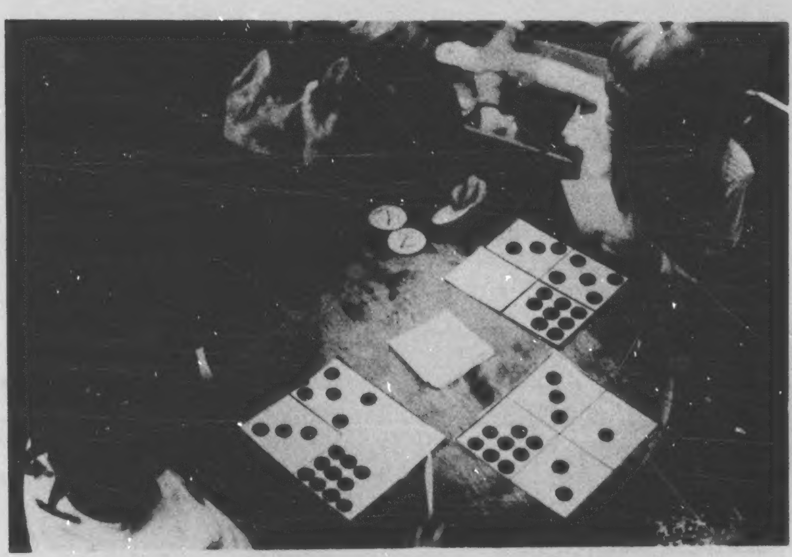
18. . . . find the difference using mixed numerals of one, two, or three digits without borrowing.

e.g., Children will find the difference of 369 – 21 or 458 – 6. These problems will be written for the children.

19. . . . solve addition and subtraction story problems (given orally or in writing) using numerals up to three digits without carrying or borrowing.

THE ACTIVITIES

These activities were developed to help your child master some of the basic skills described in the previous section. They were designed to be fun for you and your child. It is hoped that you will make up many more activities to play with your child, and support his learning as he progresses in school.



LANGUAGE ACTIVITIES

TASTE/SMELL/SOUND CONTAINERS

Objective: This activity helps the child associate words with sensations, and increases the child's vocabulary by teaching words which identify tastes and smells. A variation helps develop listening skills.

Materials Needed:

empty orange juice cans, or empty pill containers with lids
cotton or gauze
oaktag, 9" × 12"
felt tip marker, ruler
taste identifiers, eg: salt, sugar, lemon, unsweetened chocolate, honey, cinnamon. . .
smell identifiers, eg: cinnamon, perfume, maple syrup, grape juice, soap. . .

How to Make:

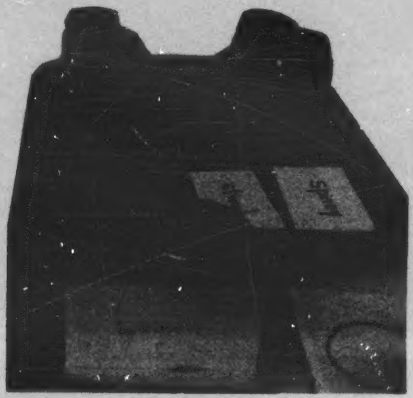
1. For taste containers, put one taste identifier into each empty pill container, and put on the lids. Make 2 sets.
2. For smell containers, put one smell identifier into each orange juice can, and cover the open end with cotton or gauze. Make 2 sets.
3. Cut the oaktag into rectangles big enough to fit two pill containers, or two orange juice cans. Trace the bottoms of two containers onto as many cards as needed.
4. Make oaktag labels for each taste and smell.

How to Play:

1. First, let your child smell each of the smell containers.
2. Ask if he can find matching smells. Have him place the two containers with smells that match on an oaktag outline card.
3. When he has done this, teach him the words which identify the smells: "This is perfume, it smells sweet like flowers. . . This is cinnamon, it smells spicy. . ."
4. Next, help him match the word cards to the containers.
5. Do the taste containers in the same manner. Help your child to identify sweet, sour, bitter, salty and spicy.

Variations:

1. Make 2 sets of sound containers by placing objects into coffee cans which will make different sounds when shaken, and cover with plastic lids. This helps your child to focus on distinguishing sounds or discriminating between sounds.
2. Play "Guess What Makes This Sound": blindfold your child, or have him sit with his back toward you; make a familiar noise, for example, tear a sheet of paper in half or bounce a ball, or run the faucet; have your child tell you what you did to make the noise. This also helps your child to focus on distinguishing sounds or discriminating between sounds.



FELT DOLLS

Objective: This activity helps the child learn to identify body parts and names of clothing.

Materials Needed:

1 yard of white or pink or yellow or brown felt for the body
an assortment of colored pieces of felt for hair, face and clothing
pencil, scissors, glue

How to Make:

1. Draw the body on the yard of felt with the pencil, and cut it out.
2. Cut the body into parts: arms, legs, hands, head, etc.
3. Draw and cut out the face parts, the hair, and the clothing.

How to Play:

1. Give the body parts to your child first. Place the torso on the rug or table. Ask your child to find the legs and put them on the body, etc.
2. When the body is assembled, point to the parts and say: "What part of the body is this?"
3. Next, give your child the clothing, and proceed as in steps 1 and 2.

Variations:

1. Make clothes for the felt doll which belong to an occupation; eg. doctor's clothes, policeman's clothes, etc. Discuss these occupations with your child.

BOOKS

Materials Needed: books to read with your child

How to Play:

1. Choose a variety of stories, making sure that they are appropriate for your child's developmental level. For the very young child, choose books with large pictures and little narrative. As the child grows older, the stories can be longer, more complicated with more narrative and fewer pictures. Remember to set an example yourself; when you read books and magazines, etc., you demonstrate to your child that reading is a valuable experience. Set aside time to read with your child every day. Be patient since at times your child may want to hear the same story over and over again.

Things to do before reading a story:

1. Make sure you have set aside enough undisturbed time and that you and your child are comfortable.
2. Have your child look at each page and tell a story about the pictures.
3. Tell your child the title and have him tell what the book will be about.
4. Have your child look at the pictures and tell if he thinks the story will be real or make-believe.

Things to do while reading the story:

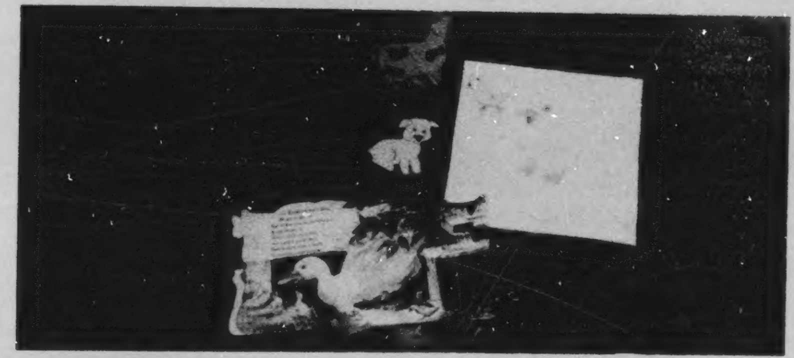
1. If you are enjoying the story, so will your child. Show your interest as you read the story. Stop and comment or question. Eg. "Oh my! isn't Peter Rabbit in a fix? What will he do?"
2. Read with great expression. For example, change your voice to suit the character talking; whisper or raise your voice where appropriate, etc.
3. As you read, sometimes you might point to the words. This helps your child to associate the spoken words with the written words and it emphasizes the left to right movement of reading. You might help your child to identify letters as well.

Things to do after you read the story:

1. Ask your child to tell what happened in the story: what happened first, next and how it ended.
2. Ask your child to pretend he is the main character. You tell what happens first in the story and then your child will tell what he (the character) did. Continue through the story with your child acting out the part of the main or an important character.
3. Ask specific questions about the story which your child will answer.
4. Ask your child what his favorite part of the story was or which was his favorite character.

Props for Reading

1. Make puppets to act out the parts of a story.
2. Have your child and a friend act out the parts of a story, to make a play. Make costumes for the performance.
3. Make a model of the main character (sew it, or make from clay, or paper mache'). This makes the story come alive for your child; children love to hold the main character while hearing about him.
4. Use a flannel board to illustrate the story or to have your child tell the story to you. Or make construction paper illustrations and have your child recount the story to you using these home-made pictures.



POSITION PICTURES

Objective: The child will learn position words.

Materials Needed:

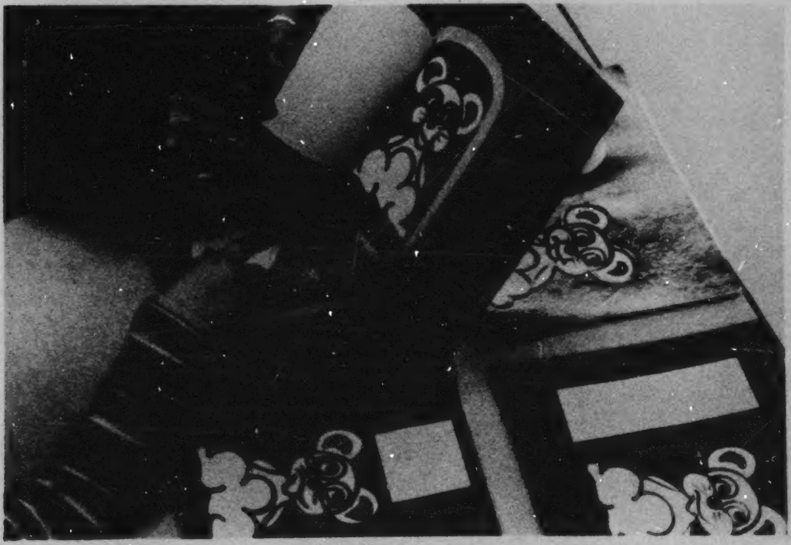
one sheet of colored construction paper, 9" × 12", for each card
one 4" × 6" sheet of white paper for each mouse
one sheet of black construction paper, 9" × 12"
pencil
felt tip marker
glue, scissors

How to Make:

1. Take one sheet of colored construction paper and paste a cut-out mouse onto the paper.
2. Cut out a circle from the black construction paper and glue in onto the paper to correspond to the position word you are going to teach.
3. To teach the word "inside", you can make a paper door that opens to reveal the mouse.

How to Play:

1. Place the position pictures in front of your child. Point to each one and identify where the mouse is. Eg: The mouse is between the circles. The mouse is in the middle. The circle is over the mouse or on top of the mouse. The mouse is under the circle. The mouse is to the left of the circle. The circle is to the right of the mouse. The mouse/circle is alongside of the circle/mouse.
2. Now, mix up the cards, and ask your child to point to the picture where the mouse is in the middle. . .
3. Next, mix up the cards and point to a card and say "Where is the mouse?"
4. Remember to praise your child's efforts as well as successes. Give your child the correct answer if he guesses wrong two times.



DRAMATIC PLAY

Objective: Dramatic play activities encourage the development of oral and receptive language skills.

Materials Needed:

clean old clothes and accessories, construction paper
toilet tissue tubes, empty boxes, string
grocery bags
paint, glue, scissors, stapler, felt tip pens, make up

How to Make:

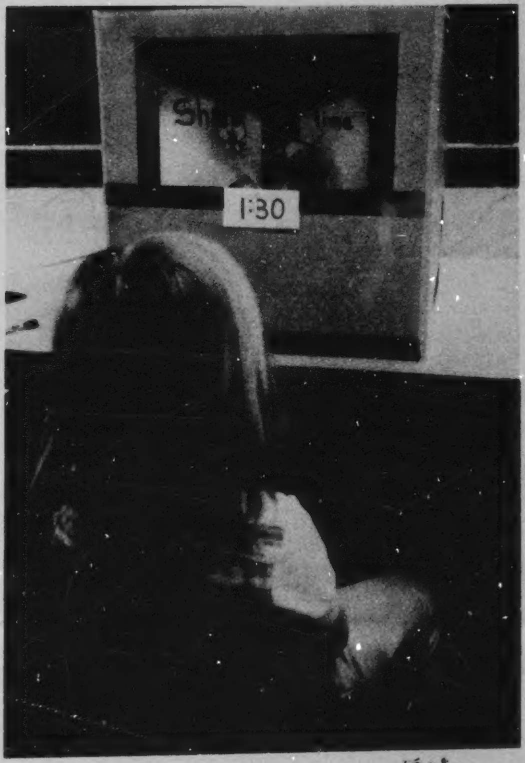
1. Make any special accessories for a "costume" for your child out of construction paper, eg: An Indian headband, a sheriff's badge, a crown. . .
2. Make play telephones from boxes, tissue tubes and string.
3. Make masks from grocery bags.

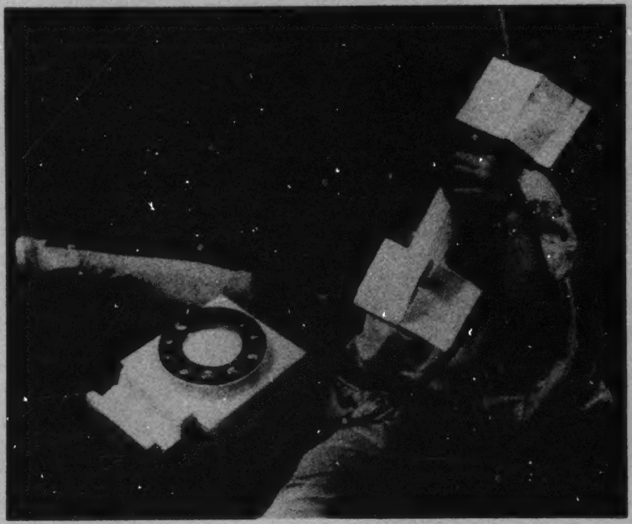
How to Play:

1. Make dramatic play props available to your child and his friends. Then - let it happen.
2. Or - on a rainy day, you and your child can "dress up" complete with make up and then play pretend. Eg. Be a lion and a lamb, be a spaceman and a monster. . . Encourage conversation.

Variations:

1. Make sock puppets and a cardboard box stage - and let it happen.
2. Draw roads on an old sheet with felt tip pens. Cover wax milk containers with construction paper, draw windows and doors to make buildings. Let your child put together a village, and play with his toy cars.





SORTING THE SEASONS

Objective: This activity encourages conversation, and can increase your child's vocabulary.

Materials Needed:

4 clasp envelopes
2 sheets brown construction paper 9" x 12"
assorted scraps of construction paper - green, light green, yellow, red, orange and white. . . (crayons could be substituted to draw leaves and grass, snow, etc.)
marker, glue, scissors

an assortment of seasonal pictures cut from magazines including some holiday scenes. Make sure that the pictures clearly define the seasons.

How to Make:

1. Draw and cut out 4 tree shapes from the brown construction paper.
2. Glue one on each clasp envelop on the clasp side.
3. With the marker, print a season's name on each envelope.
4. Decorate the trees and ground to match the season.

How to Play:

1. Discuss the seasons with your child.
2. Have your child sort the pictures with you. Ask him why he chose each season for each picture.
3. Store the sorted seasonal pictures in the appropriate envelopes.

Variations:

1. Keep a monthly calendar drawing an appropriate weather symbol in each daily space to describe the weather that day. Discuss the weather with your child.
2. Make a weather wheel so that your child can describe the weather to you each day. Cut out a 12" cardboard circle; divide into 5 parts; in each section draw one of the following illustrations: snowman, clouds, wind scene, umbrella, and sun; cut out an arrow and fasten to center with a brass tack. Your child can change the arrow each day.

DIRECTIONS

Objective: This type of activity increases your child's listening skills.

Materials Needed:

How to Make:

How to Play:

1. Give your child two-step directions verbally. Eg. Sit at the table and eat the popcorn. Dip the brush in the paint, and then use it on the paper.
2. Praise your child when he accomplishes what you ask. Help him to task complete.
3. When your child can comfortably handle a 2 step direction, give 3 step directions.
4. Continue increasing the steps.

Variations:

1. Cooking together is an ideal way to give directions that are fun.
2. Teach your child a self-help task, like how to tie his shoes, using this method.

PICTURE FLASH CARDS

Objective: This game encourages the child to speak in complete sentences, and it can expand his vocabulary. Variations teach listening skills.

Materials Needed:

clasp envelope
index cards or oaktag cards
pictures of objects and animals and plants from magazines
glue

How to Make:

1. Glue the pictures onto the index cards.
2. Store all picture flash cards in the clasp envelope.

How to Play:

1. Hold a picture flash card up for your child to identify.
2. Ask your child: "What does it do?" or "What does it say?" or "Where is it used?" or "When do you use it?" or "What color is it?". . .
3. Encourage your child to use complete sentences. If he answers with one word, then repeat his answer using a complete sentence, eg. "Yes, that's right. The apple is red."

Variations:

1. You can draw the pictures using felt tip pens.
2. Make flash cards in one category, eg. fruits, farm animals, vehicles, etc. Have your child sort the pictures and explain why he did so.
3. Play "Can you do what I do, can you say what I say". Print instructions on index cards and read each to your child. eg. "Comb your hair", "Brush your teeth", "Repeat after me: The fox jumped over the fence." Your child pantomimes combing his hair, etc. This increases your child's listening skills.
4. Lay the object flash cards out on a table, face up. Start describing the object on one of the cards. Continue until your child identifies the card. Then let him describe a picture for you to find.

DESCRIBING OBJECTS FROM MEMORY

Objective: This game helps increase the child's attention span, encourages the use of memory, and encourages the child to use verbal language.

Materials Needed:

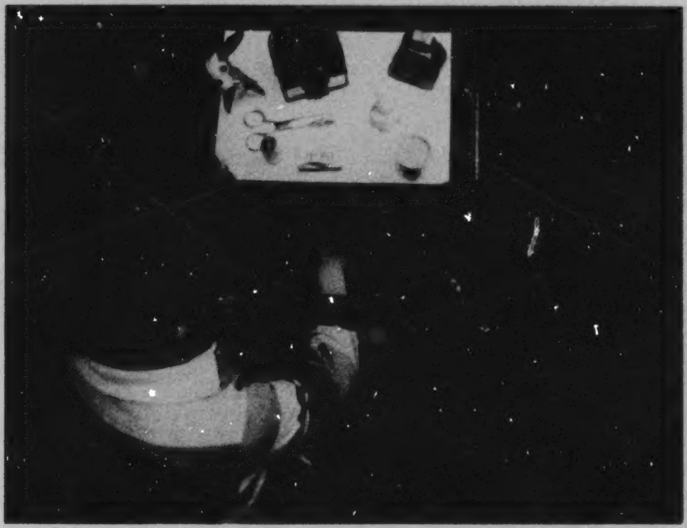
one tray
one towel
an assortment of small objects from the home

How to Play:

1. Place the objects on the tray.
2. Show the tray to your child.
3. Cover the objects with the towel.
4. Ask your child to describe each object on the tray from memory.
5. You can remove the objects one at a time after your child has described each object correctly.
6. Begin with a few objects, and as your child develops, increase the number of objects used.

Variations:

1. Place objects on the tray.
2. Show them to your child.
3. Cover the tray and remove one object.
4. Remove cover and show the tray to your child.
5. Ask your child which one you removed and have him describe it to you.



COLOR SPOOLS

Objective: This game teaches the child to recognize colors, and then to recognize the names for those colors.

Materials Needed:

3 sheets of construction paper - blue, red, yellow
6 empty thread spools
2 sheets 12" × 18" oaktag
1 die
3 felt tip markers: red, blue, yellow
masking or scotch tape
pencil, ruler, scissors, glue

How to Make:

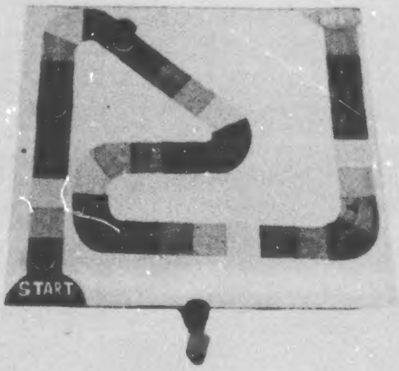
1. Color 2 of the thread spools red, 2 blue and 2 yellow.
2. Put an X on one set of spools and an O on the other. (A set is one of each color)
3. Place the 2 pieces of oaktag on the table so that 2 -18" lengths touch and tape the pieces together.
4. Turn the "collapsable" gameboard over and complete the gameboard by drawing the path of alternating colors, red, yellow, blue.
5. Cover die sides with small colored squares of red, yellow, and blue paper.

How to Play:

1. Each player gets a set of spools and places them on the start area.
2. First player takes the die, rolls it, and moves his spool to the first matching color space.
3. Game continues until one player has successfully reached the stop position with all of his spools.

Variations:

1. After red, yellow and blue have been used, the game can be made more complex by using 6 colors on the gameboard, spools and die.
2. Make a new gameboard, but instead of coloring the spaces, write the names of the colors. Now your child must recognize the color names.
3. This game can be played without the gameboard: place one set of spools in front of you, the other set across the room. Pick up one spool and say "Can you get me the one that matches?" If the correct spool is returned have your child find something else that color in the room. Remember: the correct response makes you sure your child is seeing the color correctly. You are not teaching the color names at this point just the matching process; when you teach the color name, only introduce one color at a time.



SANDPAPER ALPHABET

Objective: This activity teaches recognition of the letters in the alphabet.

Materials Needed:

26 - 4" × 6" pieces of oaktag
3 sheets of fine sandpaper, 9" × 12"
paper hole punch
glue
scissors

How to Make:

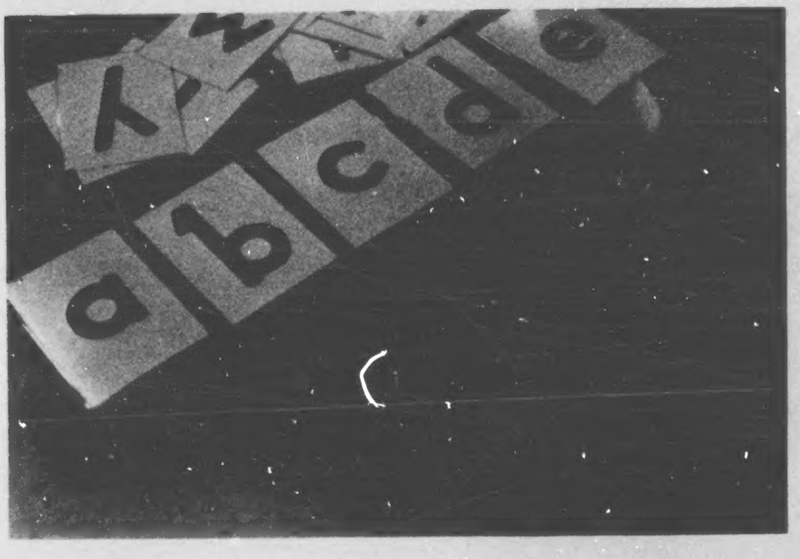
1. On the back of the sandpaper, draw the alphabet letters A through Z.
2. Cut out the letters.
3. Glue each letter to a 4" × 6" card.
4. With the paper punch, punch 26 holes out of the sandpaper.
5. Glue one hole on the bottom left hand corner of each card.

How to Play:

1. Hold the "a" card with your left hand, your thumb on the dot.
2. Present the a card to your child.
3. Trace the a with your right index finger and say "This is the letter a".
4. Let your child hold the card, trace the letter, and name it.
5. Continue introducing the letters slowly. You may want to introduce just one a day and combine it with an Object Box or Letter Book.

Variations:

1. Play "Flash a Letter" with your child: hold up a letter card and say "What letter is this?"
2. Give your child the letter cards and instruct him to find a particular letter.
3. Begin to teach your child alphabetical order by helping him put the cards in order. Teach him the "ABC" song.



LETTER-SOUND-OBJECT BOXES

Objective: This activity helps the child to associate a letter with its sound.

Materials Needed:

1 shoebox or suitable container for each letter you wish to teach
5 objects for each box, object names begin with the letter you wish to teach
wallpaper, contact paper, or construction paper
felt tip pen

How to Make:

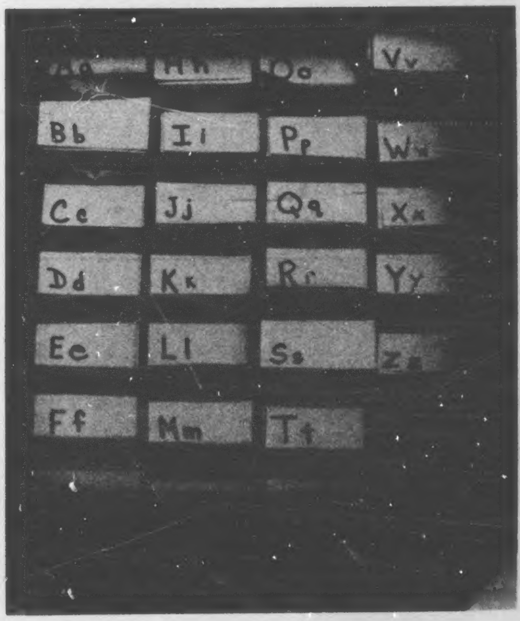
1. Cover the box and lid with the paper.
2. Using the felt tip pen, print the letter you wish to teach clearly on the box and lid.
3. Place the objects inside of the box.

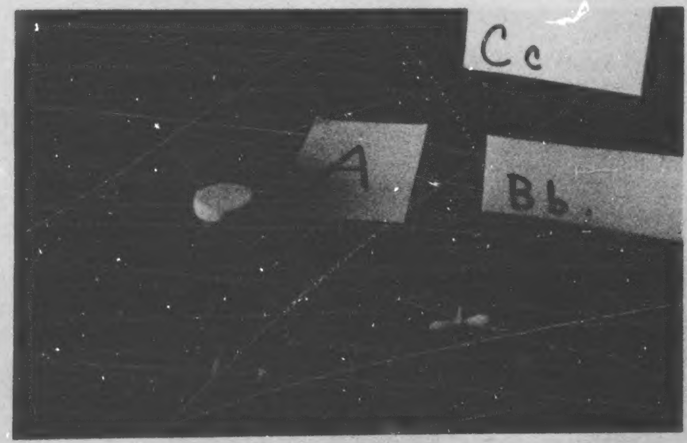
How to Play:

1. Choose one letter/sound box to introduce to your child.
2. Show him the identifying letter on the outside.
3. Say "This is the letter ____ and its sound is ____. (eg. "This is the letter M and its sound is m-m-m-m.")
4. Remove the lid and remove the objects one at a time. Name each object and repeat the name concentrating on the initial sound. (eg. "Man - m-m-man" "Map - m-m-map".
5. Have your child place the objects back into the box naming each object and repeating the sound as demonstrated.

Variations:

1. Have the child name each object and describe what it is or what it does.
2. Verbally describe each object, giving one clue at a time, until your child can correctly identify the object.
3. After the child has mastered beginning sounds, word cards could be placed in the box. Objects would be matched to the word cards.





LETTER BOOKS

Objective: The child will name objects, become familiar with initial sounds, and later associate a sound with the written symbol.

Materials Needed:

5 index cards, 5" × 8" for each letter book
2 pieces of construction paper for each letter book
5 pictures from magazines of objects whose names begin with the letter you are teaching
1 brass brad for each book
scissors, glue, hole puncher, felt tip marker

How to Make:

1. Choose one letter of the alphabet, for example the letter b.
2. Cut out the magazine pictures of objects beginning with the letter b and glue one to each of the index cards.
3. To assemble the letter book, punch a hole through the upper left corner of the construction paper cover, the 5 picture pages, and the consturction paper back cover. Fasten with the brass brad.
4. With the felt tip pen, print the letter on the cover of the book.
5. Continue making books until all letters of the alphabet are covered.

How to Play:

1. Show your child one book (for example, the b book).
2. Point out the letter on the front: "This is the letter b - it's sound is buh, buh buh".
3. Open the book and review the pictures that all begin with the "b" sound, emphasizing the sound as you name the pictures.
4. Have your child review the pictures emphasizing the b sound. Teach only one sound at a time.

Variations:

1. Make a home-made ABC book the same way using 2 sheets to cover the book and twenty six pages, one for each letter of the alphabet with pictures that correspond to the letters in the alphabet. (apple, book, cat, dog, ear, etc.)
2. For older children the letter and word can be added. Later a child may be able to write the word and then write a sentence about the word.

LOTTO GAMES

Objective: This game teaches the child to associate a written word with its meaning.

Materials Needed:

1 - 6" × 6" piece of oaktag for each gameboard.
2 - 6" × 6" pieces of oaktag cut into 2" × 2" squares for each gameboard you make
ruler
black felt tip pen
crayons or paints or felt tip markers or colored pencils

How to Make:

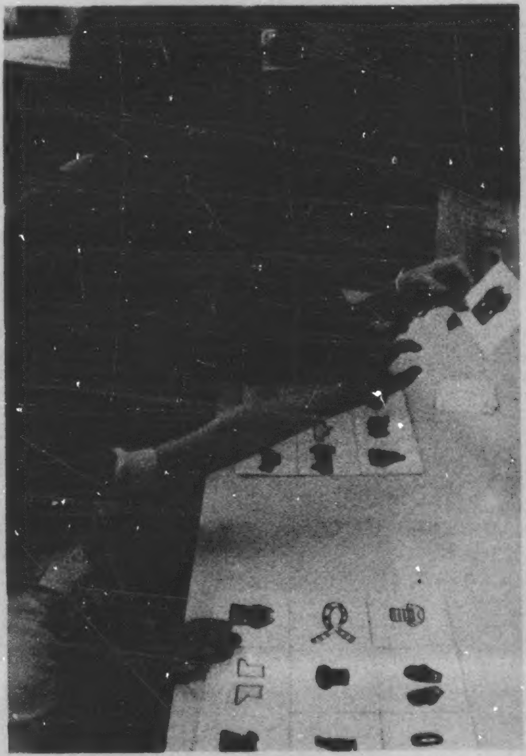
1. With the black magic marker, divide the gameboard into 9 squares, each 2" × 2".
2. Draw a familiar object or animal or plant or food on each of the squares of the gameboard.
3. Draw the same pictures on 9 of the 2" × 2" cut out squares. Print the name of each item under its picture with the black magic marker.
4. Print the names of the items on the second set of 2" × 2" cut out squares.

How to Play:

1. Give your child a gameboard, and you take another.
2. Hold up the picture/word cards one by one, saying: "What is this?"
3. After your child identifies it, point to the word and say: "Yes, this is a picture of a car, and this spells car c-a-r."
4. If your child has that picture on his gameboard, give the card to your child so that he can match it to the picture. If you have that picture then you take the card.
5. The first player to fill his gameboard wins.

Variations:

1. For the younger child, do not use the printed words, just use the pictures.
2. As your child grows older, use the second set of word cards without pictures to play the game.



TRIPS

Objective: This activity gives the child personal experiences in writing and reading.

Materials Needed:

2 pieces of construction paper
wax paper, a towel, an iron and ironing board
drawing paper and crayons or paint
writing paper and pencil
hole punch and yarn
glue

How to Make:

1. Take a trip with your child: go for a neighborhood walk and collect some leaves, or go to the grocery store, or go to the post office to buy stamps and mail a letter. . .
2. When you return home, ask your child to tell you a story about the trip. Write down your child's story.
3. Read the story back to your child, and ask him to draw a picture to illustrate it.
4. If you collected some leaves, press them in wax paper (wax paper sandwich, cover with a damp towel and iron it). If you bought stamps, have your child stick one on his story. If you went to the store, have your child glue the register tape or product labels to his story.
5. Cover the story and illustrations with construction paper. Bind it by punching holes along the left margin and tying it together with the yarn.
6. Save every book you and your child make. Months later, they make good bedtime reading and conversation.

Variations:

1. You and your child can write books about daily activities, or special events. Eg. "My Birthday", or "Planting Pumpkin Seeds" or "A Day in the Life of Billy". . .
2. Ask your child to make up a story, or when he is playing a pretend game with his toys, write it down.

WRITING FROM MEMORY

Objective: The child will be able to write his name from memory.

Materials Needed:

oaktag or construction paper 12" × 18"
1 clothespin
paper strips, 2" × 10"
paper
scissors, pencil, ruler

How to Make:

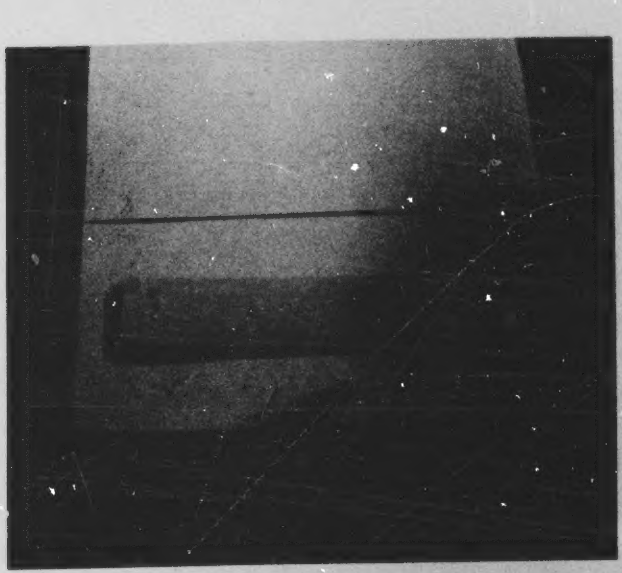
1. Place the oaktag so that the long side is verticle and make a fold 6 inches from the top to make a flap.
2. About 2 inches below the fold, place a 2" × 10" paper strip and mark the four corners with a diagonal line. Cut out 4 slots so that the paper strip will fit securely into the slots and still be flat. The folded paper should cover the strip.
3. Repeat so that there are slots for another paper strip 2" from the bottom of the oaktag.
4. Now take the paper strips and write the first two letters of the child's name on the first strip, first three letters on the second, etc.

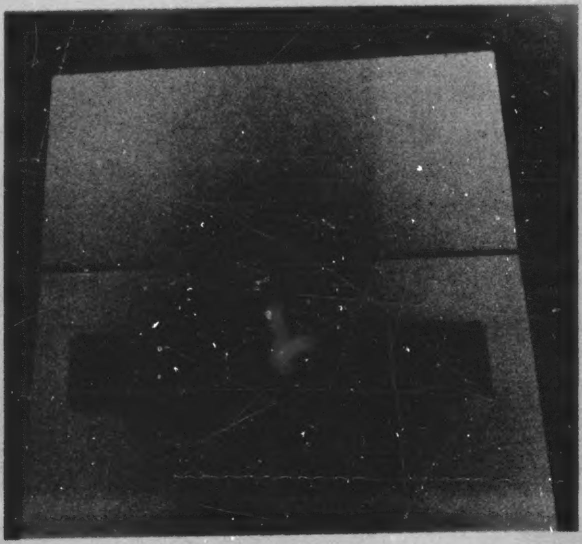
How to Play:

1. Place the name strip with two letters in slots at the top; place a plain paper strip in the bottom slots.
2. Ask the child to look at the letters and try to remember them.
3. Using clothespin, clip the fold shut. Child will then write what he remembers on the bottom strip.
4. If he succeeds place in next strip. Otherwise, open flap and take another look.
5. Repeat procedure with second strip, then third strip until the child has mastered his entire name.

Variations:

1. Use single letters for the child who is mastering the alphabet.
2. Use simple familiar words, and gradually increase to very short sentences.





CHOCOLATE LETTERS

Objective: The child will learn to paint letters from example.

Materials Needed:

freezer type Ziploc bags
instant chocolate pudding mix, milk, bowl

How to Make:

1. Prepare the chocolate pudding as directed on the package.
2. Place a few tablespoons into two Ziploc bags. Close the Ziploc bags getting rid of as much air as possible.

How to Play:

1. Put the two Ziploc bags on a table in front of your child.
2. Print a letter in the pudding through the bag with your finger and have your child copy this letter printing it through her own Ziploc bag.
3. Scratch out that letter and print a new one for your child to copy.
4. When your child no longer enjoys writing letters, let your child eat the remaining chocolate pudding.

Variations:

1. Put some pudding on finger paint paper and have your child finger paint letters with it.
2. Put some pudding on a styrofoam meat tray and have your child finger paint letters with it.

PEEPHOLE FUN

Objective: The child will develop oral language skills by describing parts of a whole; child will verbalize based on visual clues.

Materials Needed:

10 pieces of 9" × 12" construction paper
5 pictures from magazines — possibilities are pictures of fruits, animals, landscapes, people, trucks
scissors, glue/paste, ruler, pencil, stapler with staples

How to Make:

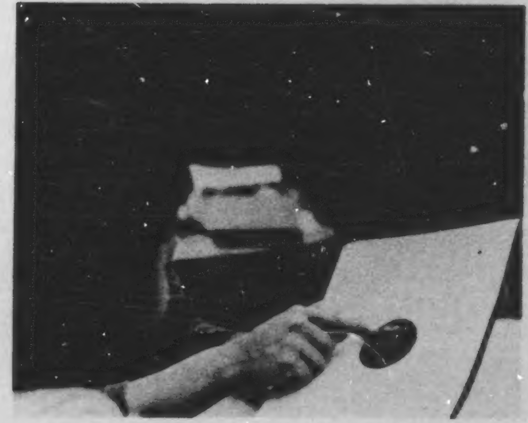
1. Staple two pieces of the 9" × 12" construction paper together on the left side to create a folder.
2. Cut out the magazine pictures and glue one inside the folder.
3. Cut a hole out of the cover of the folder to expose an interesting part of the picture inside.
4. Continue with the rest to make 5 folders with peepholes.

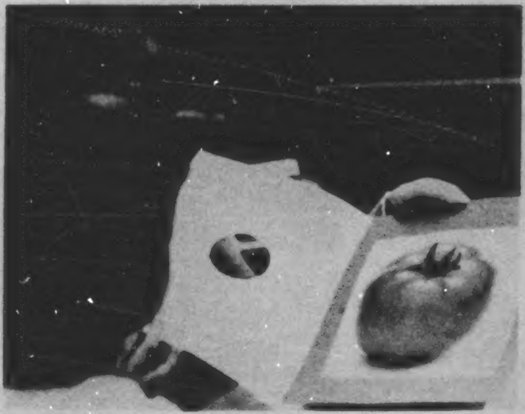
How to Play:

1. Give your child a peephole folder. Ask him to describe what he sees, and to guess what might be inside. Ask leading questions that require more than a yes or no answer: "What color is it?", "What does it do?", "Where would we look for this?", "Why do we need this?", or "Tell me a story about this picture", "What's happening in this picture?".
2. Let him look inside the folder when he guesses right or after the 3rd guess.

Variations:

1. Put together folders which can be classified, e.g. all food and all animals. After your child guesses the pictures have him sort them.
2. Have your child help make more peephole folders. Have him play with a friend.
3. Tell your child to look through a toilet tissue tube or paper towel tube at some object in your house or outside. Ask him to describe what he sees. Encourage him to continue looking at parts of objects while describing each as accurately as possible.





FIND YOUR FEELINGS

Objective: The child will recognize and describe feelings.

Materials Needed:

10 pieces 8" × 12" typewriting or construction paper
2 pieces of oaktag, 8" × 12"
10 pictures of people's faces from magazines — 2 happy faces, 2 sad faces, 2 angry faces, 2 tired faces, 2 scared faces
drinking glass
10 pop sticks
scissors, pencil, glue

How to Make:

1. Take the ten face pictures and cut them out of the magazines making sure that they are no larger than 7" × 6"
2. Glue one picture on the top of each 8" × 12" paper.
3. With a pencil and glass trace 10 circles onto the oaktag and cut them out.
4. Make cartoon faces on circles to match the face pictures.
5. Now glue the cartoon circles onto the tops of popsticks.
6. Measure two inches from the bottom of the 8" × 12" paper and make two 1 inch wide slits, one above the other.

How to Play:

1. Place pictures and puppet popsticks in front of child.
2. Ask the child, "How does the person in this picture feel?". Encourage your child to respond with a complete sentence. (If the child answers with a word or phrase, help him to make a sentence until he does it by himself.)
3. Ask the child to pick up the corresponding puppet popstick and place in the slits. eg; "Can you find the puppet that feels sad?"
4. Continue until all the pictures have a popstick puppet. Talk with your child about when he felt sad, angry, etc. It is important for him to learn the words for his own feelings.

USING COMPLETE SENTENCES

Objective: The child will use complete sentences.

Materials Needed:

1 square piece of cardboard, 12" × 12"
paste, scissors, magic marker
1 paper fastener
4 pictures which will be of interest to your child
4" × 1" piece of oaktag with a point cut at one end

How to Make:

1. Using the magic marker divide the square into fourths.
2. Cut the pictures to fit the squares and paste them on.
3. With the scissors point make a hole in one end of the oaktag strip and in the center of the square.
4. Place the strip on top of the square and put the paper fastener through both holes. Work with it until it will spin.

How to Play:

1. Have your child spin the spinner.
2. Ask your child to look at the picture and then tell 3 sentences about the picture.
3. You will encourage the child to use complete sentences instead of one word answers.
4. Ask your child to spin again. If the dial points to the same picture, your child must make up 3 new sentences.
5. Give him several turns at doing this.
6. You should also take a turn so your child can hear the sentences you make up.

Variations:

1. After your child has described the pictures, ask him to tell what might have happened before each picture, and what might happen next.
   Comic strips can be used for some of the pictures keeping the before and after pictures separate and gluing them on cards. Then have your child find the cards that go before and after the picture that the spinner has pointed to. Encourage complete sentences.

MYSTERY BAG

Objective: The child will use descriptive words in identifying an object by touch.

Materials Needed:

grocery bag or shoe box or cloth bag with drawstring
objects that feel rough, such as:
sandpaper, emery board, steel wool, gumdrop, orange, sponge
objects that feel soft, such as:
cotton ball, piece of fur, velour, velvet, stuffed animal
objects that feel smooth:
apple, smooth rock, smooth plastic, glass, spoon

How to Make:

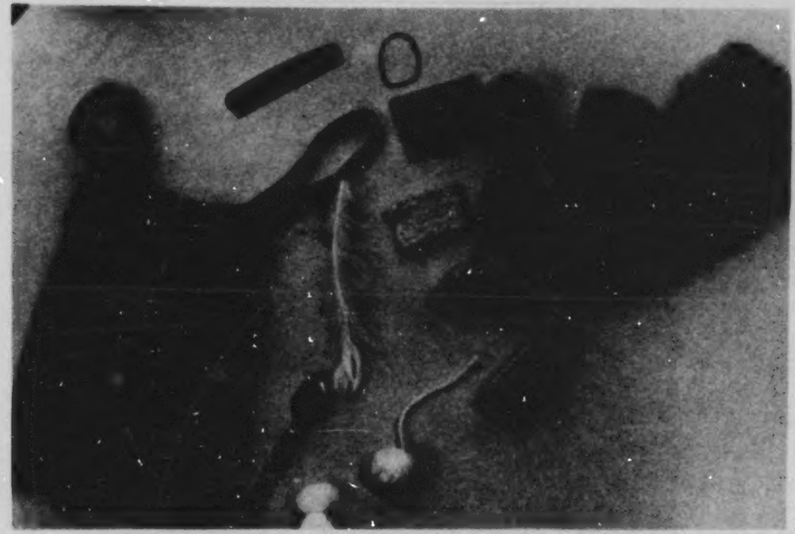
1. Place one of the objects into the Mystery Bag.

How to Play:

1. Ask your child to reach into the bag to feel the mystery object.
2. Ask your child to describe how it feels (even if he can guess what it is right away). Encourage the use of complete sentences. Try to have your child think of three descriptive words per object. For example, the sandpaper is rough, square, and thin.

Variations:

1. Ask your child to describe how the mystery objects can be used. For example, the sponge can be used to clean up the kitchen. Vary the objects.



RHYMING RACE

Objective: The child will be able to recognize words that rhyme. The child will work left to right.

Materials Needed:

2 matchbox cars
23 blank index cards, 3" × 5"
9 bread bag ties or yarn
red & green crayons, paper punch, pencil/pen or felt tip marker

How to Make:

1. Draw pictures on 8 of the index cards, label them.
2. Draw pictures of things that rhyme with the first 8 pictures on 8 more index cards. Label them.
3. Print the word "start" with a green crayon on one card and print "stop" in red crayon on another.
4. Punch holes in the first 8 cards one on each side. Punch holes in the start and stop cards.
5. Cut 5 index cards in half and write the number "1" on 5 pieces and the number "2" on the other five pieces.
6. Tie the first 8 pictures together with bread bag ties. The pictures can be put in different order by changing position of cards and retieing the bread bag ties.

How to Play:

1. Place the cards tied together on a table with the other cards placed underneath in a pile. Put the number cards in one pile face down.
2. Ask the child to place his matchbox car on "start" and pick a number card.
3. Child will read the number and move car the number of steps on the card.
4. Child will then identify the picture on which he lands and try to find the rhyming card.
5. He places the card he chose under the picture with which he is trying to rhyme. If the card he chose does rhyme, the car may stay at that position. If the picture card he picked does not match, he goes back the 1 or 2 steps of the number card. It is important for the parent to encourage the child to say the words, and to repeat the rhymes.
6. Continue with turns until one car reaches stop.

Variations:

1. Another rhyming game can be made as follows:

   Glue magazine pictures to a pie tin divided into pie sections with a felt tip pen. Make a card board arrow fastened to the center of the tin. Ask the child to spin the arrow and name the picture on which it lands. Then ask your child to say a word that rhymes with it. Continue playing until your child has had several chances to make up rhyming words.
2. Say an easy rhyming word such as "cat," "pin," or "bed". Then ask the child to name all of the words he can think of that rhyme. Write the words down and together make silly sentences, for example: The cat sat on a hat. Tin is in the pin. Ned is in a red bed.
3. Make rhyme puzzles: Draw pictures of things that rhyme, like a cat and a hat, on a piece of oaktag. Then cut the pictures apart. Make a bunch and scramble the pieces. Now let your child try to fit the pieces back together by finding the pictures that rhyme.

Using Our Ears Kindergarten

LETTER-SOUND DART GAME

Objective: The child will be able to pick out (discriminate) beginning sounds and match them to the first letter of that word.

Materials Needed:

cardboard or oaktag circle diameter 18"
styrofoam meat tray
felt tip pen
10 rounded toothpicks
stapler with staples
10 oaktag rectangles 2" × 3"
ruler
tape

How to Make:

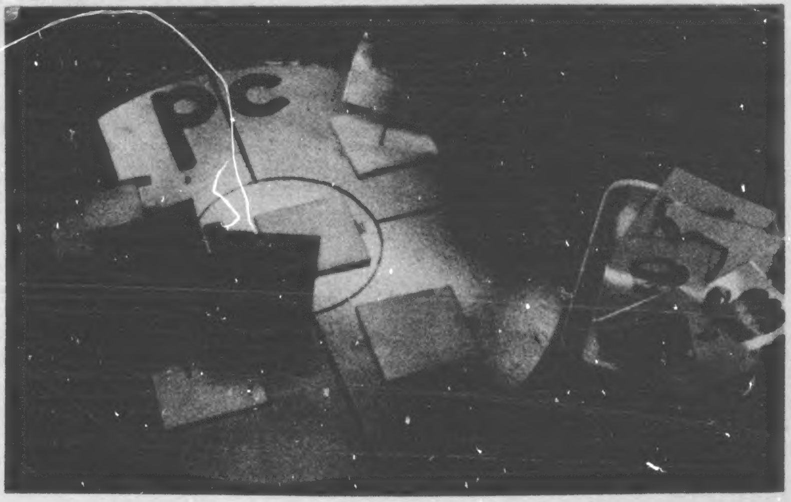
1. Find a bowl and place it on the 18" circle, and draw around it with felt tip pen to make inner circle.
2. Take the ruler and make four lines from the perimeter of the inner circle to edge of the outer circle, one on each side, one at the top and one at the bottom. The gameboard is now divided into 5 sections.
3. Cut 3" squares from the styrofoam meat tray and staple one in each section on the gameboard.
4. Now cut out picture (at back of book) for this activity and glue them to the top of the rectangles and fold each up from the bottoms.
5. Stick a toothpick in bottom fold and back out ½ inch from bottom, tape on back. This is the dart. Make 10 darts.
6. Print, with felt tip pen the letters: p, c, s, m, t onto the gameboard, one letter in each section.

How to Play:

1. Ask your child to take a picture dart and name the picture. Then ask him to name the letter with which that word begins. Tell him to poke the dart into the styrofoam square next to the proper letter.

Variations:

1. Use all letters of the alphabet.
2. Use beginning blends such as **ch, sh, th,** for chair, shirt, thumb. ab.



Using Our Ears Kindergarten

LISTENING GAMES

Objective: The child will identify a picture by matching it to a verbal description.
Objective of Variations: The child will listen to and follow directions given verbally.

Materials Needed:

glue
scissors
magazines
6 pieces of construction paper

How to Make:

1. Cut six interesting pictures from magazines and glue each to a piece of construction paper.

How to Play:

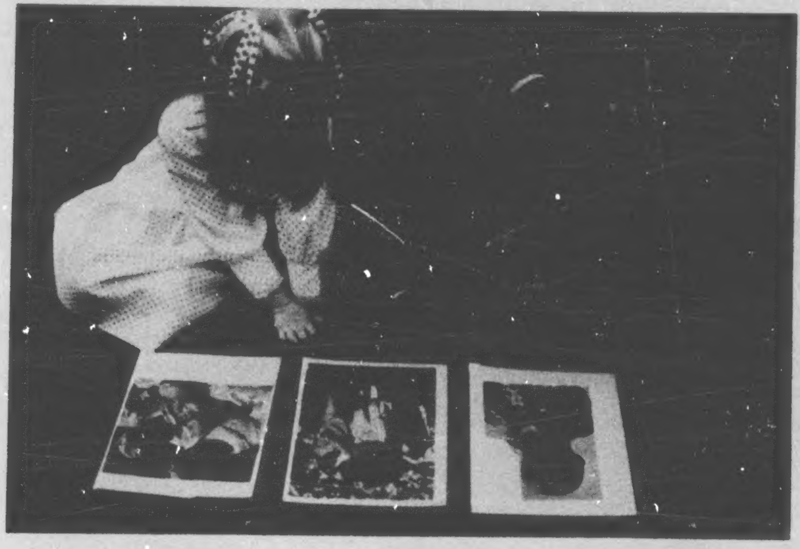
1. To play "Describing," put all of the pictures next to each other in front of your child.
2. Make up a story about one of the pictures and describe what is seen.
3. Now, ask your child to point to the picture you spoke about and tell why she knew it was that picture.
4. Procede like this until all pictures have been described.
5. Then ask your child to tell a story about one of the pictures and you guess which picture it is.

Variations:

1. To play "Destination Five", give your child five specific directions that will move him through a room or house to a specific destination. For example: "Crawl under the kitchen table, hop on one foot, touch the high chair, touch the

refrigerator, and come back to me." Ask your child to repeat the instructions and then follow them in the proper sequence. Then ask your child to give you directions. Add spice to the game by having your child find things which you have hidden by following your verbal directions.

2. To play "Blind Destination", blindfold your child and then give him verbal directions one at a time. For example: "Turn to your right. Now take two steps forward. . .". Have a surprise at the destination and ask your child to guess what it is while he is still blindfolded, by giving him clues. For example: "It's orange, it's crispy, and you and rabbits love to eat them!" Let your child enjoy eating the carrot.



Using Our Eyes

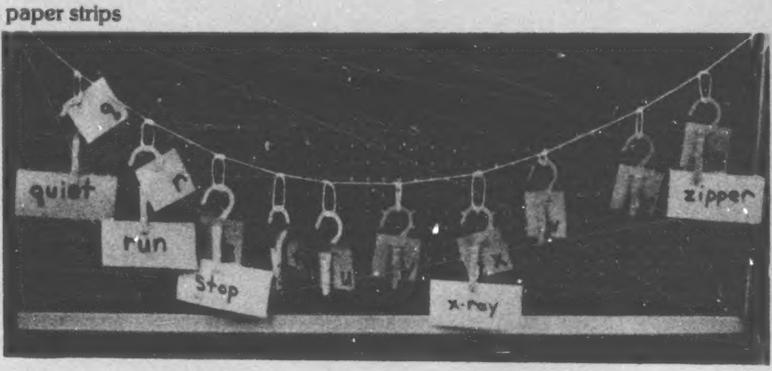
Kindergarten

LOOPY LOOP

Objective: The child will be able to recognize letters. The child will put letters in alphabetical order. The child will match the letter with a word that begins with the same letter.

Materials Needed:

4 yards of thin clothesline
8 drip-dry plastic hangers with clips
8 construction paper strips
felt tip pen
masking tape



How to Make:

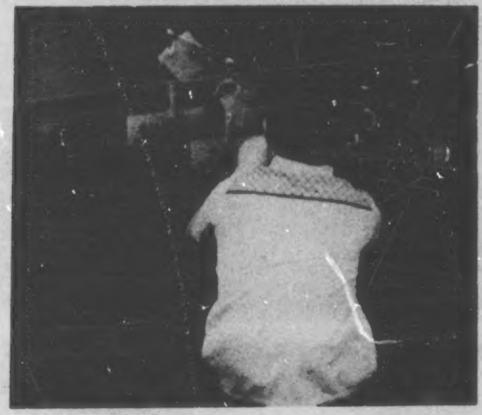
1. Take the clothesline and make 8 loops about 1½ inches in diameter, each a few inches apart. Make a square knot above each loop to hold the loops in place.
2. Take masking tape and cut 8 small pieces that will fit onto the clothes pins. Press on to the clothespins.
3. Write an "a" on one piece, "b" on another, and continue with writing the letters "c", "d", "e", "f", "g", and "h".
4. Take the paper strips and felt tip pen and write a word on each, such as: apple, butter, cup, dog, elephant, funnel, gum and hoop.

How to Play:

1. Attach the clothes line to two objects that are firmly placed.
2. Ask the child to take the hangers and place one in each loop in alphabetical order, naming the letters as he does so.
3. Have your child select a word card. Help him to read the word. Have him pinch the clothespin with the letter with which the word begins and attach the word card.
4. Continue until all word cards are used.

Variations:

1. Vary the word cards until your child has mastered the alphabet.
2. Use vowels only.
3. Use difficult consonants or blends.



POSITION BINGO

Objective: The child will identify positions: top, bottom, left, right, under, over, between, up, down, beginning, middle, end.

Materials Needed:

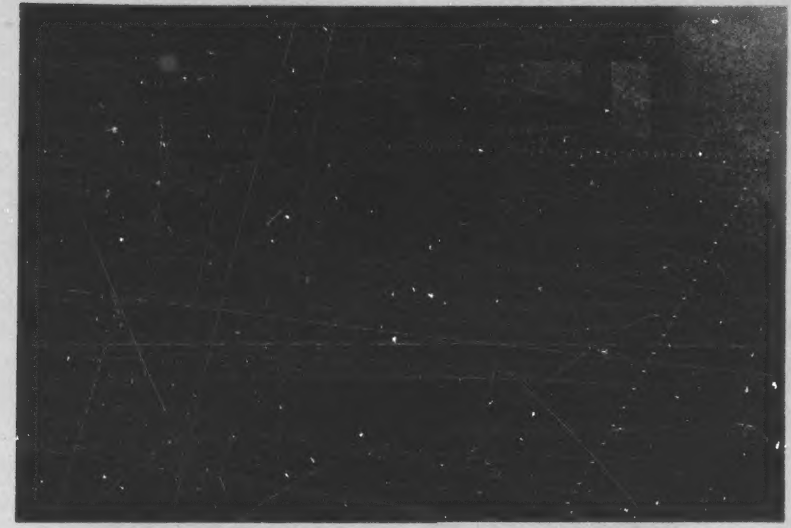
3 oaktag cards, each 6" × 6"
27 squares of construction paper, 2" × 2"
12 blank index cards
ruler, felt tip marker

How to Make:

1. Divide each oaktag card into 2" squares with the ruler and felt tip marker to make the gameboards.
2. Draw a different position picture in each square on the gameboards.
3. Print a position word on each index card. These are the word cards.

How to Play:

1. Each player places his gameboard in front of himself, and is given 9 construction paper squares as markers.
2. The "caller" picks up a word card and calls out the position as he shows the card to the players.
3. If a player has a picture of that position on his board, he covers it with a construction paper square.
4. The first person to cover his card completely wins! (He may be the "caller" next.)



FORK THE PORK

Objective: The child will be able to sequence a 4-part event or drawing.

Materials Needed:

4 drinking glasses
4 forks
4 index cards, 3" × 5", for each sequenced event.
tape
4 paper squares, 3" × 3"
writing paper, pencil

How to Make:

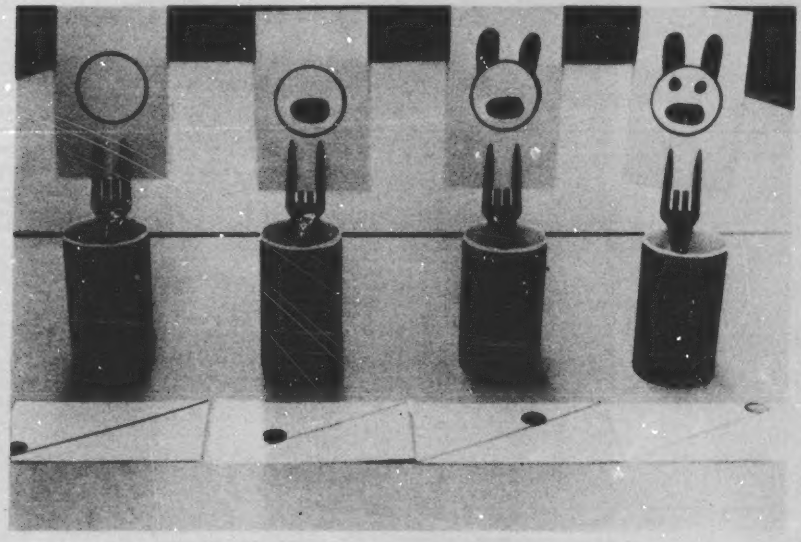
1. Draw onto 3 × 5 cards a 4-part event or sequence.
2. Write "1", "2", "3", "4" on paper squares and tape onto glasses.

How to Play:

1. Put one fork into each glass, handle first, prongs pointing up.
2. Now ask your child to look at all four cards of a sequence and pick what comes first and place in prongs of fork in glass 1.
3. Continue with second, third, and fourth part of the event.
4. Go back to the first picture and have your child tell what he sees in each drawing.
5. You may want to write what is said on paper.

Variations:

1. If your child easily masters a 4-part sequence, try a 6-part sequence. This will sharpen your child's ability to visually discriminate.



LETTERS

Objective: This activity familiarizes the child with the letters of the alphabet and with alphabetical order.

Materials Needed:

52 pieces of oaktag, 3" × 5" or 12" × 18"
black felt tip pen

How to Make:

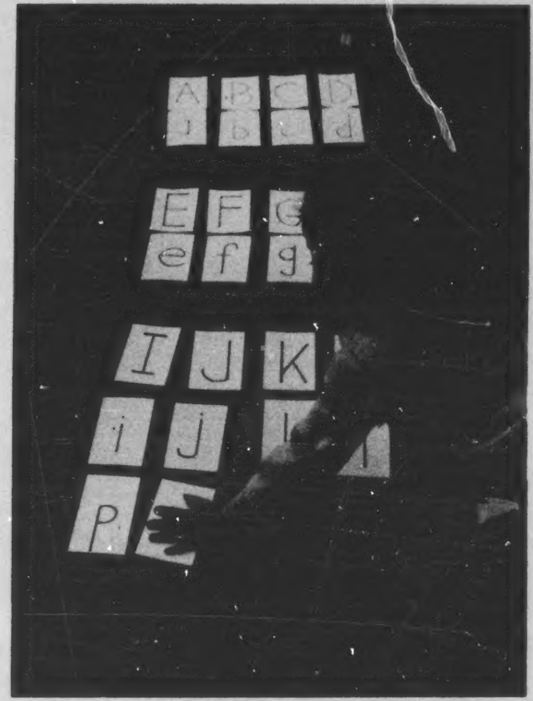
1. With the pen, print one lower case letter, a-z, on each of 26 oaktag cards.
2. Print one upper case letter, A-Z, on each of the remaining 26 oaktag cards.

How to Play:

1. Begin with the lower case alphabet. Present each letter to your child. "This is the letter a. . .". Work with a few letters at a time.
2. Then hold up a letter and ask "What letter is this?"
3. Then present the group of letters, asking your child to "Find the letter a. . .".
4. Continue until your child is familiar with the entire alphabet.
5. Lastly, use all lower case letters in a flash card game. Hold up a letter at random and ask "What letter is this?" Remember to praise your child's efforts as well as successes.
6. When your child has mastered the lower case alphabet, introduce the upper case by matching the letter cards.
7. Next you can play the flash card game with all 52 cards.
8. Eventually you can help your child put the cards into alphabetical order.

Variations:

1. Use single letters for the child who is mastering the alphabet.
2. Use simple familiar words, and gradually increase to very short sentences.



COLORS

Objective: The child will identify and name the colors: red, orange, yellow, green, blue, purple, brown and black.

Materials Needed:

16 index cards 3" × 5"
glue, scissors
construction paper, 1 piece in each color — red, orange, green, yellow, blue, purple, brown, black
plastic cup with 2" base

How to Make:

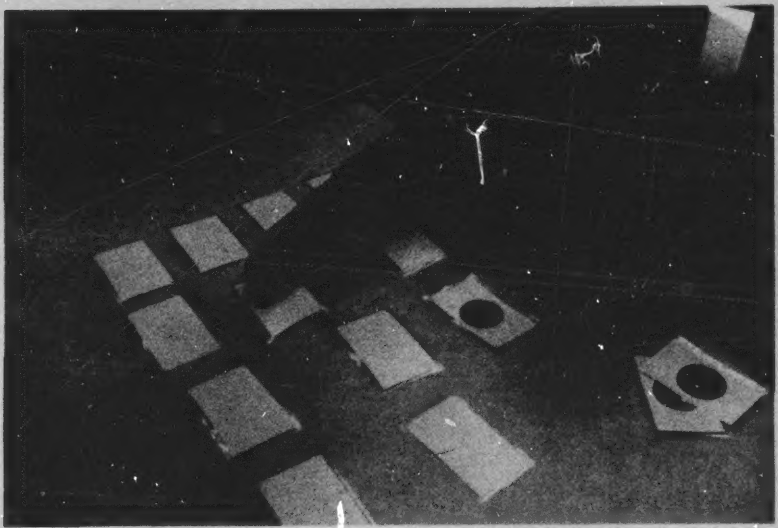
1. Using the plastic cup, trace two circles on each piece of construction paper.
2. Cut out all the circles.
3. Glue one circle on each index card.

How to Play:

1. Place the cards circle side down, with 4 rows of 4 in each row.
2. Ask the child to turn one card over and name the color.
3. Then ask the child to turn another card over and name that color.
4. If the colors match the child keeps that pair; if they don't match turn the cards back over.
5. Then you take a turn. Game continues until all of the colors have been matched.

Variations:

1. Work on one color each week. Have the child find: all of his red toys, all of his red clothes, red food in the cupboard; have him color a picture using red. The following week use a different color.



SIDEWALK WRITING

Objective: The child will write letters and words using a wet paint brush on a sidewalk.

Materials Needed:

- dry sidewalk or macadam
- bucket
- water
- paint brushes
- index cards (blank ones)
- felt tip marker

How to Make:

1. Write the words or letters you want your child to practice writing on the index cards using the felt tipped marker.
2. Fill the bucket with water and then go outside to the sidewalk or macadam area.

How to Play:

1. Give your child one of the index cards and tell him what letter it is (or word).
2. Each of you take a paintbrush and write the letter (or word) on the sidewalk rewetting your paintbrush as needed.

Variation:

Use chalk instead of a wet paintbrush.

WHAT COMES NEXT?

Objective: This game encourages the child to think of logical sequences and to explain the sequences verbally.

Materials Needed: Stories or situations to read or tell to the child.

How to Play:

1. Read a story and leave it unfinished. Have your child finish the story using one or more complete sentences.
2. Here are some stories to tell your child.
   Father looked out the window. He put on his coat, hat and boots. He picked up an umbrella and went outside. What is the weather like outside?
   Mother took out her pie tin. She cut up some apples. What will she do next?
   Susie kissed her mother. Susie picked up her library book and her lunch box. Susie went out the door. Where was Susie going?
   Mother filled the tub with water. She put a sailboat in the water. She put a bar of soap and a washcloth in the water. Next she called Billy. What will Billy do?
   Johnny and Carol were playing ball in the yard. Johnny kicked the ball. Carol couldn't catch it. The ball rolled into the street. What did the children do next?

Variations:

1. Talk to your child about what you are doing. Ask him what to do next, or ask him to tell you what will happen next. For example, while you are making breakfast, ask your child to tell what will happen to the eggs when you heat up the frying pan. What will happen to the butter on the hot toast?
2. When reading that favorite bedtime story, leave it unfinished. Ask your child to make up a new ending or to tell you how it will end.

CUP-BEAN SCRAMBLE

Objective: The child will place pictures in logical sequence, and explain the event illustrated in the pictures.

Materials Needed:

5 paper cups
15 dried beans
glue, scissors
5 pictures which illustrate a sequence of events

How to Make:

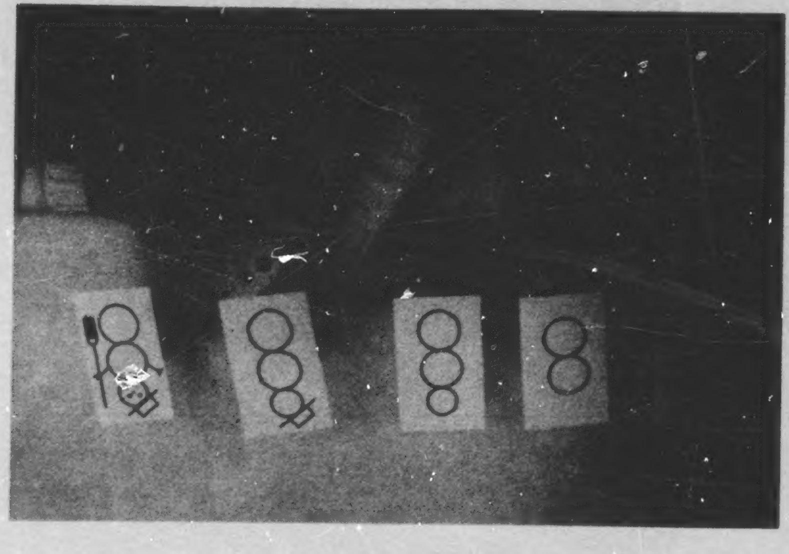
1. Cut out the five pictures.
2. Turn the cups upside down and glue one picture on each.

How to Play:

1. While your child is not looking, place 1 bean under the cup with the first picture on it, place 2 beans under the second cup, 3 under the third cup, and so on.
2. Scramble the cups.
3. Now ask your child to look at the pictures and slide them around the table until they are in proper order from left to right.
4. Have your child tell you about each picture, making sure that he explains the logical sequence. Encourage him to speak in complete sentences. Have him check the beans after he gives his explanation.

Variations:

1. Make up more sequence cards!
2. When your child has mastered a sequence of 5, make up sequences of 7 pictures, or 10 pictures. . .



DOUBLE MEANING

Objective: The child will identify two meanings of a word.

How to Play:

1. Begin by telling your child a few riddles like:
   What has legs but cannot walk? (a table)
   What has eyes but cannot see? (a needle or a potato)
   What has arms but cannot hug? (chair)
   What has a tongue but cannot talk? (a shoe)
   What has a head but can't think? (lettuce, cabbage)
   What has a hand but no fingers? (clock)
2. After discussing the riddles, ask your child if he can think of two kinds of bats - one for a game and one that's an animal.
3. Ask your child to tell you a sentence using each type of bat.
4. Continue with this procedure for other double meaning words like: letter/top/nail/well/glasses/fly/tie/park/match/hide/ring. . .
5. Use pictures to clue your child in to the different meanings of a word. Have him use the words in sentences which he makes up.

Variations:

1. Reverse the game by looking for different words with the same or similar meaning:
   You say "I am happy", he says "I am joyful".
   He says "hold", you "grasp".
   You say "lid", he says, "cover". .
   He says "bright", you say "vivid".
2. Another way to play is to have your child ask: "What's another word for ________". Now you try to think of an answer. This game will increase his vocabulary.

POSITION WORDS

Objective: Children will identify positions: top, bottom, left, right, beginning, end, middle, under, over, between.

Materials Needed:

chair
several cans and boxes from the cupboard
1 toy

How to Make:

1. Have all items available.

How to Play:

1. Place a chair in front of your child.
2. Give your child the toy and have him follow these directions: (Remember to praise his efforts as well as his successes)
   Hold the toy at the top of the chair.
   Hold the toy at the bottom of the chair.
   Put the toy to the left of the chair.
   Put the toy to the right of the chair.
   Put the toy under the chair.
   Put the toy over the chair.
3. Then take the toy and hold it at these different positions and have the child identify them.
4. Next, put 3 cans or boxes in a line. Ask your child to touch the can at the beginning. Then find the can at the end. Next, ask your child to point to the can in the middle.
5. Then, point to a can and ask your child to tell the position.

Variations:

1. Have your child help set the table by following your directions.
   Ask your child to put the knife to the right of the plate.
   Put the napkin to the left of the plate.
   Put the fork on the napkin.
   Put the spoon next to the knife.
   Put the glass or cup above the plate.
2. Use other everyday activities to help your child learn position words.

PEANUT JEWELS

Objective: This type of activity helps the child to learn to carefully follow directions.

Materials Needed:

bowl
measuring cups and spoons
spoon
wax paper
cookie sheet
1 c. peanut butter
½ c. honey
½ c. toasted wheat germ
1 c. seedless raisins
1 tsp. vanilla
1½ c. angel flake coconut

How to Make:

1. Get all the unmeasured ingredients together. Place the measuring cups and spoons, the bowl, spoon, cookie sheet, wax paper and ingredients on a table. Make sure your child can comfortably and safely work on the table.

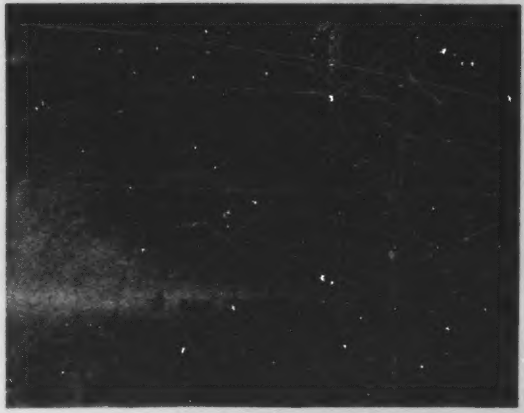
How to Play:

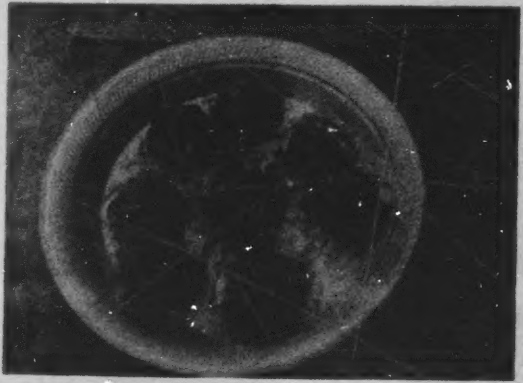
1. Give your child oral directions for making the candy, step by step:
   a) measure 1 c. peanut butter into the bowl
   b) ½ c. honey
   c) 1 c. raisins
   d) ½ c. wheat germ
   e) 1 tsp. vanilla
   f) mix all together using the spoon and your hands.
   g) Put a piece of wax paper on a cookie sheet.
   h) Spread 1½ c. coconut on the wax paper.
   i) Drop spoonfuls of peanut mixture on coconut and roll to coat completely with coconut.
   j) Put in refrigerator.

   In about an hour, you and your child may enjoy the treat.
2. Give your child step by step instructions for cleaning up too!

Variations:

1. Any simple recipe may be used, such as making instant pudding, or jello.
2. After your child has finished, have him recount the steps he followed in making the treat.





ACTION WORD PUZZLES

Objective: The child will practice making complete sentences.

Materials Needed:

oaktag, 9" × 12", for each puzzle
magazine pictures or newspaper pictures or draw pictures of actions
magic marker, glue, scissors

How to Make:

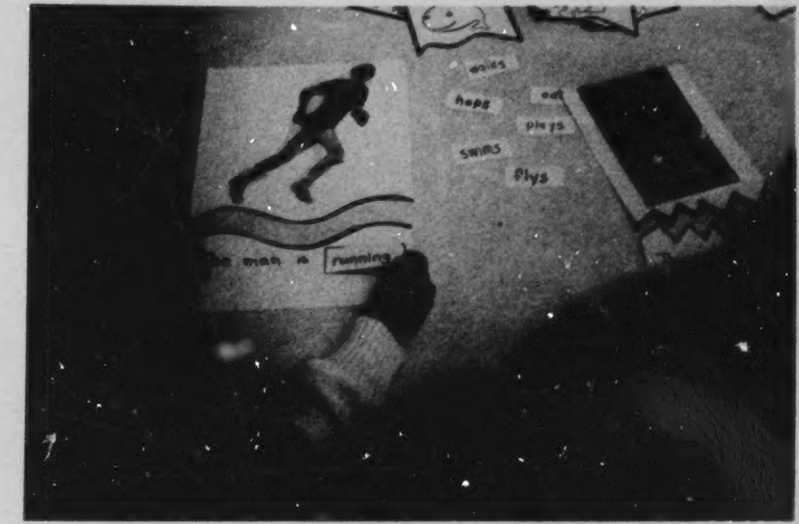
1. On top half of oak tag, glue or draw a picture that illustrates an action word. (ex: plays, sits, walks, eats, swims, hops)
2. Underneath the picture print the action word.
3. Underneath the action word, print a simple sentence which would be complete with that action word.
4. Cut the sentence from the word and picture in a zig-zag fashion or any pattern to make a puzzle.

How to Play:

1. Separate the puzzles into two piles: all action words, and all sentences.
2. Ask your child to pick one card from the action word pile.
3. Have your child find the matching sentence.
4. Ask him to read his final choice aloud.
5. He continues reading and matching until all cards are used.

Variations:

1. To add spice, cut the picture apart from the action word so that each puzzle has 3 pieces.
2. Make noun puzzles. Ex. The ______ swims in the sea. The ______ sleeps on my bed. (fish, dog,) - etc.



I'S IN THE TEETH

Objective: The child will be able to sort short and long vowels.

Materials Needed:

2 styrofoam trays
4 short plastic combs, 7"
2 cardboard tubes, 7" each
scissors, felt tip pens, glue, pencil
12-3" × 5" cards

How to Make:

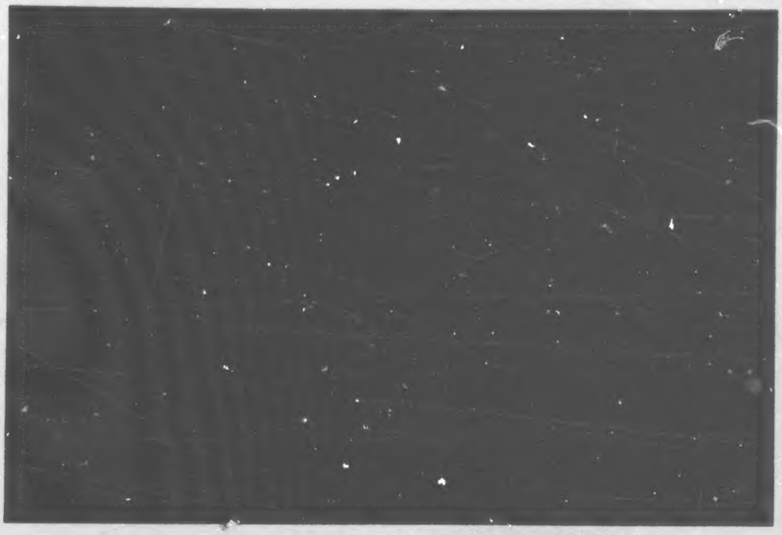
1. Glue each cardboard tube down the center of the trays.
2. Mark two lines with pencil across each tube about 2½" apart; take the scissors and make slots.
3. Place one comb in each slot.
4. Take the felt tip pen and print ĭ on one and ī on another 3" × 5" card.
5. Now take the rest of the 3" × 5" cards and print the following words: hit, chimp, mitt, sip, pip, hide, bite, side, fight, and kite.

How to Play:

1. Place the trays side by side with the ĭ and ī cards in front.
2. Have your child read a 3" × 5" card and tell if the word has short or long "i".
3. Have him place the card in the combs of the corresponding tray.
4. Repeat for all cards.

Variations:

1. Use all vowels: "a", "e", "o", and "u". A dictionary may be used to find or check on long and short vowels.



Reading & Sounds/Phonics-Memory & Sounds/Spelling 1st Grade

"MARK ME"

Objective: The child will identify a sentence as a question or as a statement.

Materials Needed:

3 sheets construction paper (12" × 18")
scissors, felt tip marker, ruler, pencil

How to Make:

1. Taking two pieces of construction paper, cut six 2 inch wide strips out of each.
2. Cut 12 2" squares out of the other piece of paper.
3. Using the felt tip marker, print a question mark on six of the 2" squares.
4. On the other six squares put a period.
5. On each of the 12 strips of 2" × 18" paper print one of these sentences:

The dog is barking
The man and girl are walking
December is a cold month
The girls and boys are playing
I see a tree
Run to the car

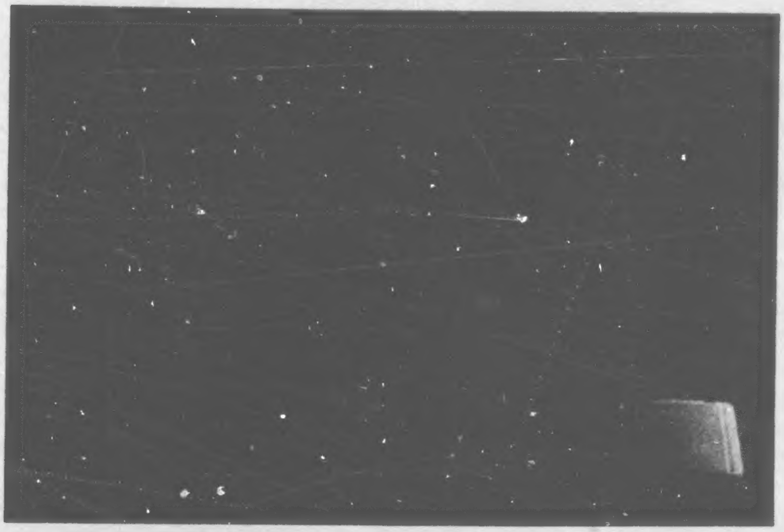
All need periods.

Are you a girl or a boy
Can I play now
What time is it
Who is that girl
How are you
Where are we going

All need question marks.

How to Play:

1. Place the piles of sentences, periods, and question marks in front of your child.
2. Have your child choose one sentence and decide if it needs a period or a question mark.
3. Have the child put the appropriate one at the end of the sentence strip.
4. Now have your child choose another strip and decide whether to place a period or a question mark at the end of it.
5. Proceed until all of the sentences have periods or question marks after them.



END IT

Objective: The child will become familiar with ending consonant sounds, and will gain practice in reading words.

Materials Needed:

2 pieces of 12" × 18" oaktag
magic markers
ruler
buttons to be used as markers

How to Make:

1. Draw the gameboard on the 12" × 18" oaktag. This consists of a path of squares (3" × 3") from "start" to "finish". On each square, write one of the following word beginnings: ca__, ra__, ba__, si__, do__, ri__, ha__, pa__, jo__, co__, bi__, ca__, hu__, sa__, fo__, ga__, ma__, no__.
2. Divide the other piece of oaktag into 30 - 1" × 1" squares and cut them out.
3. Print one letter on each of the 1" × 1" cards: n,t,b,g, or x.

How to Play:

1. Place the gameboard on the table. Place the letter cards in a pile face down.
2. You and your child choose a button to use as a marker.
3. The first person to start picks up the top card from the pile and reads the letter out loud.
4. He then looks at the first space and adds his ending sound to the word beginning. If it makes a word, he places the card there and puts his marker on that space. If it does not make a word, he tries the next space until he finds a word.
5. The next persons takes his turn. The first one to the finish line is the winner.

Variations:

1. Make up new game boards with new letter cards.
2. Make up game boards with the beginning sounds missing and use the same letter cards.

Reading & Sounds/Phonics-Memory & Sounds/Spelling 1st Grade

ALPHABET APPLE

Objective: The child will learn to put letters in alphabetical order.

Materials Needed:

9" square of red oaktag
magic marker
3 strips of oaktag, 1" × 12"
scissors
sharp knife

How to Make:

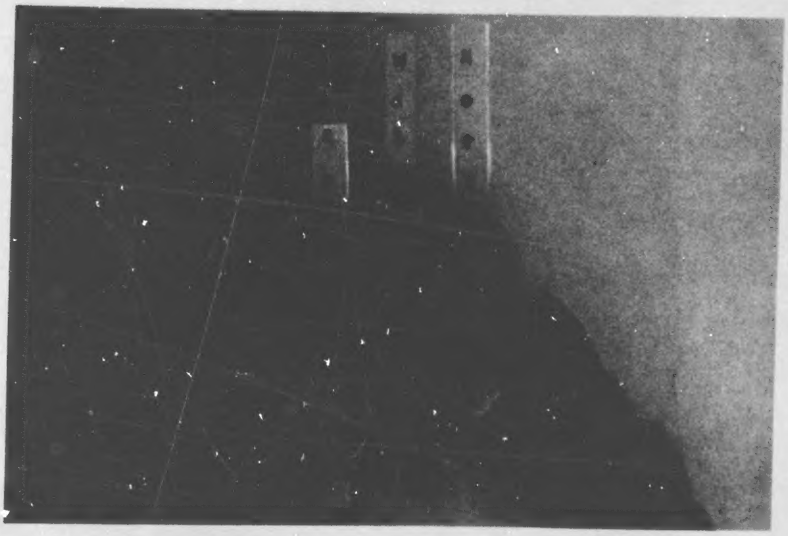
1. Draw and cut out an apple out of the red oaktag.
2. In the middle of the apple make 3 pairs of horizontal slits - 1½" wide and 1" apart.
3. Using the magic marker, write letters on the 3 strips.
   1st strip - a,r,c,f,g,m,k,t,v
   2nd strip - w,d,b,u,s,l,h,g,n
   3rd strip - x,o,t,v,e,h,i,c,m
4. Weave the strips into the slits in the apple, beginning with the 1st strip in the left slit.

How to Play:

1. Position the 1st strip so that a letter shows.
2. Have your child identify the letter.
3. Then ask your child to move the middle strip until the letter that follows that letter shows. Have him name this new letter.
4. Ask him to move the third strip to the letter which follows the first two.
5. Have him identify it. Move the first column to the next letter and start over again.

Variations:

1. Change the letters on the strips to capitals.
2. Parent can position a letter in the center slot and ask the child to move the first and last strips to find the letters that come before and after the middle letter.



Reading & Sounds/Phonics-Memory & Sounds/Spelling 1st Grade

SHORT VOWEL FAMILIES

Objective: This game gives the child practice in pronouncing short vowel sounds.

Materials Needed:

10 blank 5" × 8" index cards
50 squares of paper, 2" × 2"
stapler with staples
felt tip pen

How to Make:

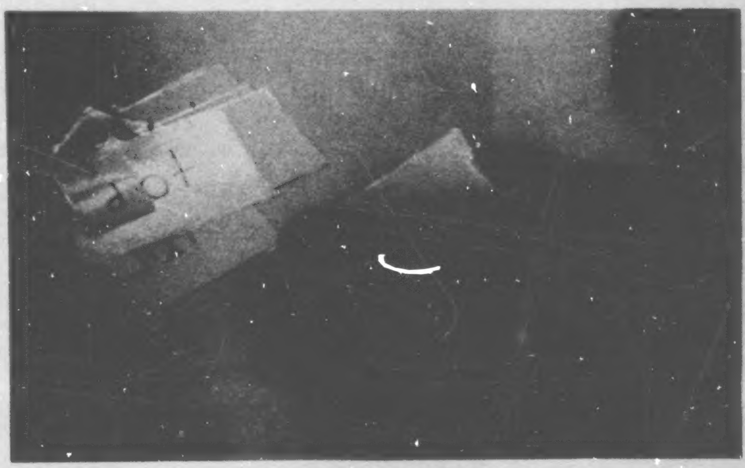
1. Print one letter on each paper square, using the following letters:
   3 b's, 5 c's, 3 d's, 4 f's, 1 g, 7 h's, 1 k, 2 l's, 4 m's, 2 n's, 7 p's, 4 r's, 1 s, 5 t's, 1 w.
2. Print the following word endings on the index cards, leaving space for the paper squares to be used as word beginnings: at, an, ig, it, op, ot, ed en, ub, ut.
3. Put the paper letters b, c, h, m, and p in a pile and staple them along their left edge onto the at card. Place them so that you can flip through them to read them as beginning letters to the words ending in at.
4. Now staple the letters:
   c, f, m, p, t, in front of an
   d, f, p, r, w, in front of ig
   f, h, k, p, s, in front of it
   c, h, m, p, t, in front of op
   d, g, h, l, n, in front of ot
   b, f, l, r, t, in front of ed
   d, h, m, p, t, in front of en
   c, h, p, r, t, in front of ub
   b, c, h, n, r, in front of ut

How to Play:

1. Have your child choose a word card.
2. Ask him to read the top word aloud. If he cannot, then you pronounce it for him.
3. Have him flip the letters, one by one, pronouncing each new word for you. Remember to praise his efforts as well as successes.
4. You might wish to keep score to see how many words your child gets right per card, and then you choose a card and let him tell you if you are pronouncing the words correctly.

Variations:

1. Print one word on each of 11 index cards.
2. Staple vowel letters to the cards, as above.
   bag - u, o, i, e
   lamp - i, u
   got - e, u
   sick - o, u, a
   mess - a, o, i
   truck - i, e, a
   hem - u, i, a
   bend - o, a
   bin - u, a
   bet - u, i, a
   top - i, a



CONTRACTION BUTTERFLIES

Objective: The child will learn the contractions for various word combinations.

Materials Needed:

10 pieces of colored construction paper, various colors
scissors
magic markers
ziploc bag
pattern of a flower and a butterfly

How to Make:

1. Trace and cut out 10 flowers of different colors. Print one of the contractions on each flower.
2. Trace and cut out 10 butterflies of different colors. Print one of the word pairs on each wing.

word pairs:	contractions:
we are	we're
they are	they're
he is	he's
can not	can't
do not	don't
will not	won't
is not	isn't
does not	doesn't
I am	I'm
it is	it's

How to Play:

1. Child will take all the flowers and butterflies out of the bag.
2. Child will choose one butterfly, and then find the flower with the correct contraction.
3. Child will proceed until all butterflies and flowers are used.

STORY BOX

Objective: Children will say and write a complete sentence or sentences when given a picture clue.

Materials Needed:

pictures of family
vacation pictures
postcards
any pictures cut from newspapers or magazines
scissors, construction paper, glue, shoebox, paper and pencil, yarn, paper punch

How to Make:

1. Put all pictures in shoebox and label: "Story Box".
2. Include paper and pencil in box

How to Play:

1. Ask your child to open the Story Box and choose a picture.
2. Ask him to first explain the picture, or tell a story about it.
3. Now have him write a simple sentence about the picture. Encourage him to expand by asking "What else can you tell me about the picture?"
   Hints: Remember to stick to one topic, ex: if picture is of a relative, encourage your child to tell one story about that person or one event.

   Keep sentences simple: ex. John is my uncle. He plays baseball with me. He likes me. I like him. He is fun.
4. Make a construction paper cover for your child's story, and have him illustrate the cover and print the title. Have him glue the picture onto another piece of paper. Bind the story with yarn through paper punched holes.
5. Save all of these stories - months later he can read them back to you.

Variations:

1. Take your child on a field trip to the park, or the market. Then ask him to write a story about it.
2. Ask your child to write about his favorite television show.
3. Encourage your child to write letters to friends, relatives, Santa. . .

Story Bo
They

SENTENCE TIC-TAC-TOE

Objective: The child will be able to choose between sentence and non-sentence and explain choice.

Materials Needed:

9" × 9" oaktag - 2 pieces
1-9" × 12" oaktag
magic markers

How to Make:

1. Divide 9" × 9" oaktag into 3" × 3" grid.
2. Divide second piece of 9" × 9" oaktag into a 3" × 3" grid and cut out the squares.
3. Label 4 of the squares with an "X" and 5 of the squares with an "O"
4. Divide 9" × 12" oaktag into 12-3" × 3" pieces. Cut into cards.
5. Label with sentences and parts of sentences.
   Example: We are happy
   Want to go
   He found a bug
   Joe picked a flower
   He walked home
   Does not go
   Have a good
   The birds fly up
   Five blue birds
   On the bus
   They came home
   One red kite

How to Play:

1. The sentence and non-sentence cards are shuffled and put on table face down.
2. Player chooses a card and tells why it is a sentence or a part of a sentence.
3. If correct, he then marks grid with x or o. If incorrect he forfeits his turn.
4. Next player follows the same procedure.
5. First one to get tic-tac-toe wins.

Speaking 2nd Grade

ROLE PLAYING

Objective: The child will be able to respond verbally to questions and situations.

Materials Needed: none

How to Play: Parent will play a certain role and ask the child some questions. Child will respond the way a certain person would, to suit the role he is playing
Some examples are:

1. Telephone conservation: Parent is the caller. Child will answer the phone and respond accordingly. Parent can set up different situations, where the caller will want to talk to Mom or Dad, or where someone is taking a survey.
2. The parent is a sales clerk. The child is lost in a store. The store clerk asks the child questions to help him find his parents. The child will answer the questions.
3. Parent will be a customer in a restaurant. The child will be a waiter or waitress and get his parent's order. Switch roles.
4. Child will tell the parent reasons why he should have a pet.
5. Child will name one present he wants for his birthday and tell why he wants it.
6. Child will pretend he just received a present from his grandmother. He will say "thank you" and tell how he feels about the present.
7. Child will tell parent what his favorite television program is and why he likes it. Then the parent and child will play parts in that program.

Parent can make up other situations.

Speaking 2nd Grade

GUESS WHAT'S IN THE BAG

Objective: The child will clue others to what they have hiding by using complete sentences.

Materials Needed:

large brown bag
objects (to hide in the bag)

How to Make:

1. Collect the objects from around the house or from a field trip.
2. Place them on a tray or on the table with the bag.

How to Play:

1. Have your child hide an object inside the brown bag without letting you see it.
2. Now have him describe it to you so that you can figure out what it is. (Remind him to use full sentences and tell about the size, color, weight, and use of the object.)
3. When you guess what it is, he must show it to you.
4. Now it is your turn to hide an object.
5. You can keep score by noting how many guesses it takes each of you to identify the object.

Variations: Another game which works wells with many children:

1. Collect objects with different textures, such as a cotton ball, sandpaper, cork, wood, coal, rock, velvet, feathers.
2. Put each into a brown lunch bag, so that none of the children see it. Give each

player a pencil and paper

3. With the lights dimmed, pass one bag around a circle of players. Each must describe the object (using a complete sentence) *without* saying what it is, or showing what it is.
4. When the bag has completed the circle, each player must write down what he thinks the object is.
5. Continue with all bags.
6. The player guessing correctly most often is the winner.

Guess what's in the bag

Speaking 2nd Grade

I WONDER

Objective: The child will be encouraged to verbalize.

Materials Needed:

magazines with large pictures
scissors
cardboard

How to Make:

1. Find three interesting pictures in the magazines.
2. Cut out the pictures, and if desired, mount them on cardboard.

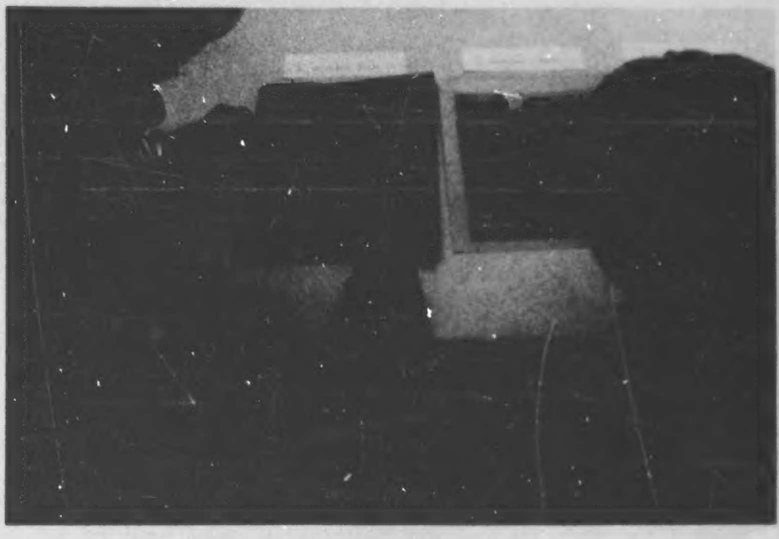
How to Play:

1. Put the three pictures in front of your child. Have him pick one.
2. You will start a question by saying:
   "I wonder why. . . . . " or
   "I wonder what. . . . . " or
   "I wonder where. . . . . " or
   "I wonder how. . . . . " or
   "I wonder when. . . . . " or
3. The child will look at the picture and finish the question. Encourage him to use a complete sentence.
4. You and your child can then discuss possible answers to the question.

5. Now you pick a picture, and have your child start the question.

Variations:

1. It may help to have the beginnings of the questions written out.
2. Try the game with pictures which you and your child have drawn or painted.
3. Play the game like "20 questions":
   —Parent is thinking of something, like an object in the room.
   —Child says: "I wonder if I can eat it.". . . "I wonder if it is green." etc.
   —When the child gives up or guesses correctly, then he and the parent can switch roles.



Following Directions/Listening — 2nd Grade

CREATE-A-CARD

Objective: The child will learn to follow complex directions.

Materials Needed:

construction paper in various colors
paste, markers, crayons, scissors
paper and pencil

How to Make:

1. Cut paper into various sizes: 4" × 14", 9" × 12", 6" × 8", etc.
2. Place paste, markers, crayons, and scissors with paper in a shoe box.

How to Play:

1. Ask your child to choose the paper to be used, and to decide who the card is for, and what the message will be.
2. Instruct your child verbally on how to fold the paper, step by step. Or: Write down instructions for your child on how to fold the paper. Or: Demonstrate to your child how to fold the paper, step by step. Note: This can be a simple 1 or 2 fold, or it can be very complex, like a fan, or an animal figure. You can also use the scissors to create different effects, like paperdolls or snow flakes. Just be sure to give clear, step by step instructions.

3. Give your child step by step directions for writing a message inside the card. For example: "Begin with 'Dear Grandma', up in the top left hand corner. Now under that, you can write 'Thank you for the ice skates'." Remember to discuss the contents of the message with your child before you give specific instructions on how to write it.
4. Give specific instructions for addressing, stamping, and mailing the card.

Variations:

1. You can give clear, step by step instructions for doing a variety of things. Try: making the bed, planting some seeds, sewing, polishing silver or copper or shoes. . . . The idea is to help your child develop his skills in listening carefully, and patiently following directions.

Following Directions/Listening

2nd Grade

FIND A MESSAGE

Objective: The child will practice listening carefully and following directions.

Materials Needed:

pen or pencil
white piece of paper about 8" × 4"

How to Make:

1. Using a pen or pencil copy the row of letters onto the 8" × 4" paper:
A j x l l k j m o t k j v t e x t y x m o j u k

How to Play:

1. Give your child the paper and a pencil.
2. Tell your child to follow these directions:
   Cross out the A.
   Cross out the x's.
   Cross out the k's.
   Cross out the m's.
   Cross out the t's.
   Cross out the j's.
   Going from left to right, print the letters that are remaining underneath.
3. Your child will then read the message: "I love you."

Variations:

DIRECTION CARDS

1. Divide a piece of construction paper in half with a line drawn in black magic marker.
2. On the top half, draw 5 shapes: a circle, a square, a star, a rectangle, and a triangle.
3. On the bottom half write the following directions: a) Color the circle red. b) Color the square green. c) Put a blue line through the circle. d) Put a yellow line through the star. e) Draw a ring around the rectangle.
4. Think up more direction cards and put them in a box for your child. Always check his work to make sure that he is following the directions.

Following Directions/Listening 2nd Grade

BLIND BONANZA

Objective: This type of game teaches a child to listen carefully and follow simple directions.

Materials Needed: a cloth blindfold

How to Make:

1. Place a chair somewhere in a room.
2. Blindfold your child and turn him around three times.
3. Direct your child to the chair, for example: "Take two large steps forward. Turn to your right. Now take four small steps backward. Take one side step to the left. . . now sit down in the chair!"
4. Now you put on the blindfold and let your child give you verbal directions to the chair.

   Note: Always explain the game to your child before putting on the blindfold.

Variations:

1. Game 2 - Send your child on a treasure hunt. First, gather together several objects that can be used together or that have a surprise treat, for example: a paint box, brushes, and paper, or a plate of cookies, or pajamas and a new story book. Next, hide them in safe places. Then you can give your child directions to the treasure: "Go to the living room and stand in front of the bookshelf. Look at the bottom left corner of the bookshelf. Look for a book with a shiny red cover. . . "
2. Game 3 - Simon Says is an excellent game to sharpen your child's skills in listening carefully and following directions! If you are playing with only one child, use an egg timer. If he can follow the directions for 5 minutes, he wins and gets to be Simon while you follow his directions.

Reading & Sounds/Phonics-Memory & Sounds/Spelling 2nd Grade

CONTRACTION TUBES

Objective: The child will match the contraction with the corresponding words.

Materials Needed:

1 paper towel tube
2 toilet tissue tubes
scissors
magic markers (thin point & heavy)
ruler, paper and pencil

How to Make:

1. Mark each toilet tissue tube in 1" intervals.
2. Draw lines straight across (with thin point marker) from mark to mark.
3. With heavy marker, list contractions on one tube and two words matching contraction on the other tube.

ex:

they're - they are
can't - can not
isn't - is not
won't - will not
they've - they have

she's - she is
he's - he is
don't - do not
we've - we have
we're - we are

4. Slip toilet tissue tubes over paper towel tube.
5. Place a marker (glue on or draw) on the towel tube to identify the line being used on the tissue tubes.

How to Play:

1. Ask your child to match a contraction to the corresponding pair of words.
2. Once he does, have him write the contraction and words on paper.
3. Check for correct responses. Praise efforts as well as successes.

Variations:

1. Tubes can be used for many things such as + and − facts, compound words, etc.

NYM WHEEL

Objective: The child will match homonyms on the Nym Wheel.

Materials Needed:

pizza board or cardboard cut in a circle
8 cardboard strips, each 2″ × 3″
plastic clothespins, 8 in one color and 8 in another color
magic markers

How to Make:

1. Print one list of homonyms around the perimeter of the pizza circle:

week
pair
eight
to
sail
one
dew
wood

2. Print matches on the strips:

weak
pear
ate
two or too
sale
or
do
would

How to Play:

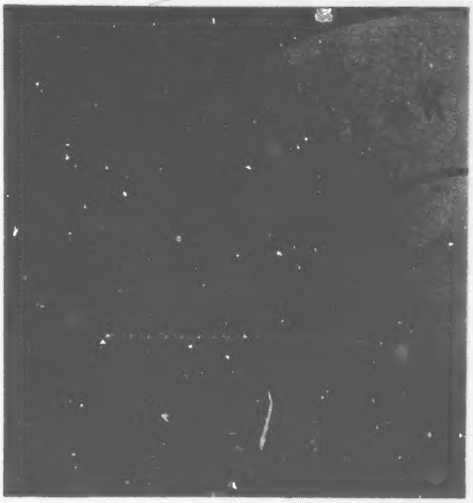
1. You and your child each have 8 clothes pins, all one color
2. Ask your child to choose a word from the pile of strips.
3. Have him find the homonym on the Nym Wheel.
4. Ask your child to give a sentence using each word to see that he understands the different meanings.

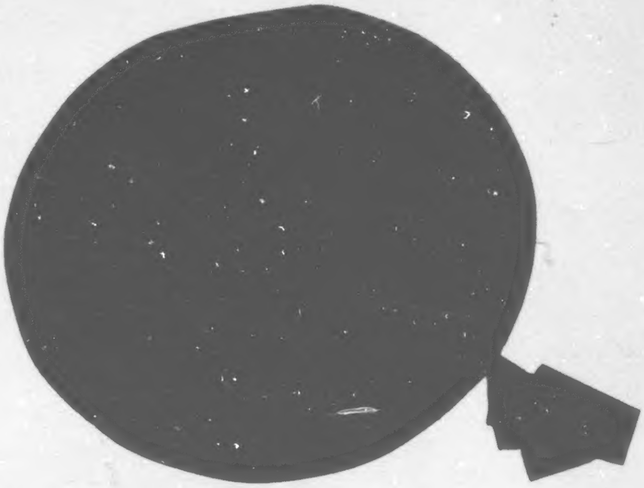
   or

   Use one of the words in a sentence and have your child spell the correct word.
5. If your child succeeds, he can clip the strip to the Nym Wheel. If not, he must put the strip back in the pile of strips.
6. Next, you pick a word, find the homonym, and give a sentence using each word *or* have your child give a sentence and you give the correct spelling. Let your child decide if you are right or wrong, and use the dictionary to settle any dispute.
7. The player with the most clothes pins on the Nym Wheel wins the game.

Variations:

1. Use the Nym Wheel for synonyms and antonyms.





Reading & Sounds/Phonics-Memory & Sounds/Spelling 2nd Grade

JAB THE TAB

Objective: The child will put words in alphabetical order using the second letter.

Materials Needed:

10 metal tabs from soda or beer cans
scotch tape, scissors, ruler
large styrofoam meat tray
10 bobby pins
4 blank index cards (3" × 5")
fine line felt tip marker

How to Make:

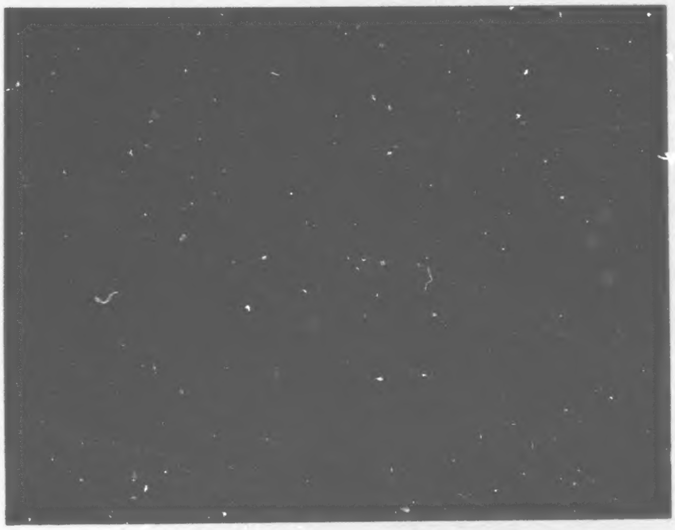
1. Cut each index card into 5 pieces 1" × 5".
2. Holding these cards horizontally, write one word on each card:
   rabbit, read, ripe, robot, running
   baby, bedroom, book, bread, bubbles
   tape, that, title, total, turn
   cake, center, change, cough, cutters
3. Take the styrofoam tray and poke the soda tabs into the tray in 2 rows, 5 in each row. For safety, tape the sharp piece of the soda tabs before inserting into tray.
4. Thread a bobby pin onto each tab circle.

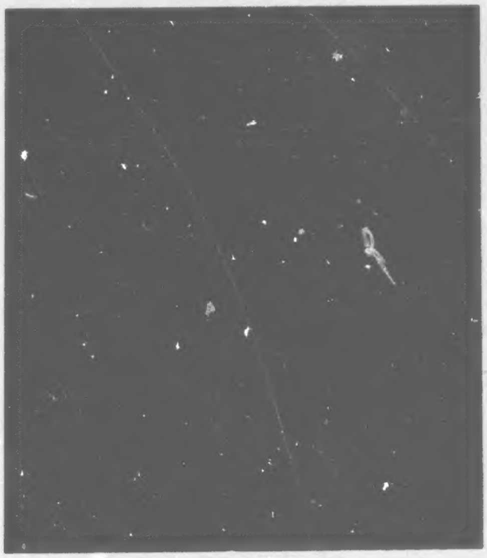
How to Play:

1. Take all the cards which begin with the same letter and put them into a pile, (so there are 4 piles).
2. Give one pile to the child and ask him/her to put them in order alphabetically using the second letter of the word (since the first letters are all the same) by placing one card in each bobby pin beginning on the top of the tray.
3. Check these words and then give your child another pile to put in order alphabetically.

Variations:

1. Can be used to alphabetize using the third letter.
2. Can be used to alphabetize using the first letter.
3. Can be used to alphabetize just letters





Reading & Sounds/Phonics-Memory & Sounds/Spelling 2nd Grade

BEAT ME IF YOU CAN!

Objective: The child will write new words which rhyme with a given word by changing the first letter to a double consonant.

Materials Needed:

scissors
ruler
pencils
paper
felt tip marker
8 index cards, 5" × 8"
one piece of colored construction paper

How to Make:

1. Cut up the piece of colored paper into 2" squares. Using the felt tip marker, write two letters on each card: ch, sh, cl, bl, tr, th, st, wr, dr.
2. Using the marker, write one of these words on each index card: nap, ring, made, main, hop, neck, rank, and send.

How to Play:

1. Place the index cards in one pile in front of you and your child. Place the consonant cards on the table all spread out so each of you can see the letters.
2. Give yourself and your child a pencil and a piece of paper. Now place the top index card in front of your child, and the next one in front of you.
3. Using the letter cards, make as many rhyming words as you can and write them down on your paper.
4. Now change index cards with your child and have each of you write the rhyming words for this card. Now compare and see who won for these two cards.
5. Take the next 2 cards and proceed in the same way.

ANSWERS
map - clap, chap, trap
ring - thing, sting, wring
made - blade, trade, shade
main - train, chain, stain, drain
hop - stop, shop, chop, drop
neck - check, wreck
rank - blank, clank, drank
send - blend, trend

SPELLING BASEBALL

Objective: The child will correctly spell a word to advance on the baseball diamond.

Materials Needed:

1 - 9" × 12" piece of cardboard
1 piece of clear contact
easy-off crayon
magic markers
10 index cards, 3" × 5"
ruler, buttons for playing pieces

How to Make:

1. On the cardboard, draw a baseball diamond. Mark home plate, 1st, 2nd, and 3rd base.
2. Cover the gameboard with clear contact paper.
3. On index cards list 10 of the week's spelling words with a magic marker.

How to Play:

1. Place the index cards face down on the table. Put the game board and easy-off crayon in front of the child.
2. Choose one card from the stack and ask your child to spell the word.
3. If your child correctly spells the word, he moves from home to first. If he misses, he stays on base. Game continues until all words are correctly spelled. Crayon is used to keep score.
   Hint: Game can be played nightly using 10 words at a time, each nite your child plays against himself or it can be played with more than one child.

Reading & Sounds/Phonics-Memory & Sounds/Spelling 2nd Grade

BOW TIE SPELLING

Objective: The child will be able to spell words with the correct diphthongs.

Materials Needed:

2- 12" × 18" pieces of oaktag
magic markers
scissors
10- 9" × 12" pieces of oaktag

How to Make:

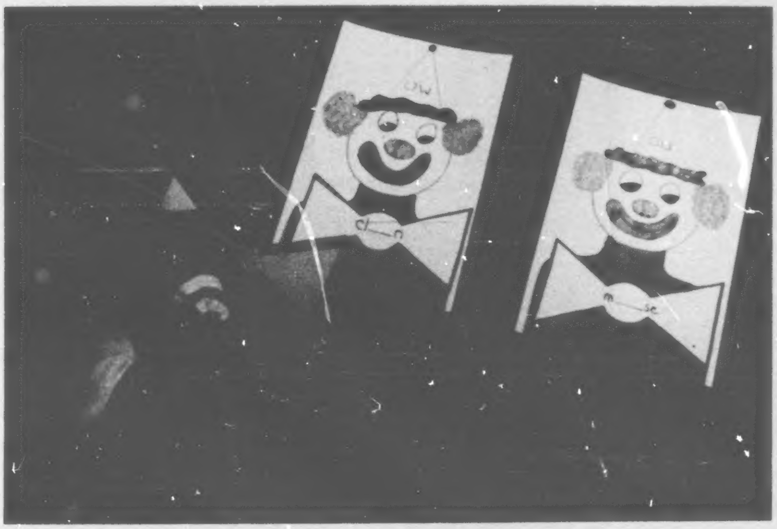
1. On large oaktag make 2 clown faces with markers.
2. Print **ow** on one clown hat, and **ou** on the other.
3. On smaller oaktag draw 10 bow ties. Cut them out.
4. On these ties print the following:
    c____ br____n h____se
    cl____n h____l sh____t
    ____l cl____d sc____t

How to Play:

1. Place clowns and bow ties in front of your child.
2. Your child will look at the incomplete words that are printed on each tie.
3. Ask your child to decide which diphthong, **ou** or **ow,** will correctly complete each word. Have him place the tie on the corresponding clown.
4. After your child successfully completes this activity, you can give a spelling test to your child.

Variation:

This game can be used with ir, ur, or, ar, ie, or other tricky combinations.



LITTLE FROM BIG

Objective: The child will gain practice in spelling.

Materials Needed:

paper
pencil

How to Make:

How to Play:

1. Write a large word such as Thanksgiving or Understanding on the top of the paper.
2. Have your child write as many words as he can using only the letters in this large word. Example: Thanksgiving

thanks
tank
sin
sank
giving
thin
sang
sing
think

Variations:

1. Compete with your child to see who can make the most words in 2 minutes time.

NONSENSE SENTENCES

Objective: The child will use a noun, verb, and adverb to write a complete sentence.

Materials Needed:

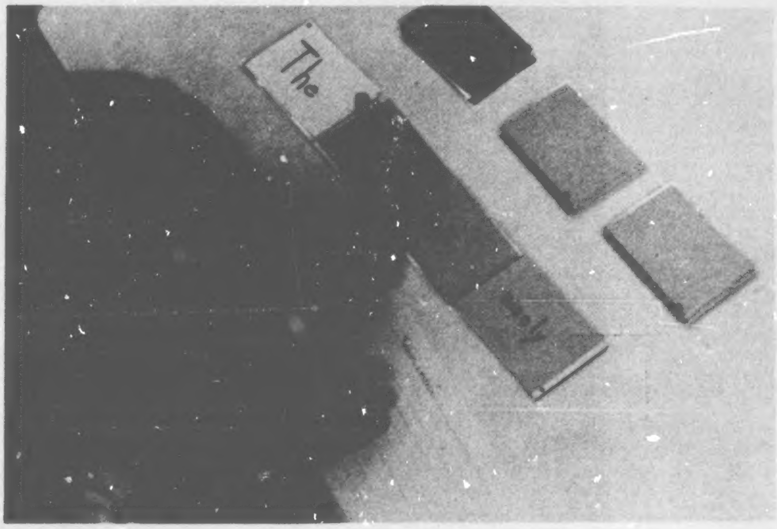
1 piece of red construction paper (9" × 12")
1 piece of blue construction paper (9" × 12")
1 piece of green construction paper (9" × 12")
scissors, ruler, pencil, black felt tip marker
lined paper

How to Make:

1. Cut each of the red, blue and green pieces of paper into nine rectangles, 3" × 4".
2. Using the black felt tip marker, print one noun on each of the nine red rectangles using the nouns: men, girls, boys, dogs, cats, mothers, fathers, trucks and we.
3. On each of the nine green rectangles print a verb using these verbs: walk, run, jump, skip, ride, dance, go, read and talk.
4. On each of the nine blue rectangles print an adverb using these adverbs: quickly, nicely, fast, slowly, quietly, loudly, rapidly, softly and swiftly.

How to Play:

1. Starting at your child's left, place all of the red rectangles face down in one pile; all of the green in the middle pile, and all of the blue in the right hand pile.
2. Put the lined paper and a pencil in front of your child.
3. Ask your child to pick up one red rectangle and turn it over and read it. Then have him turn over one green card and read it. Finally have him turn over one blue card and read it.
4. Ask him to read the whole three word sentence aloud and print it on the paper.
5. Don't forget to use the word "The" with a capital letter to begin a sentence and also put a period at the end of the sentence.
6. Now you pick up three new rectangles, one red, one green, and one blue. Read this nonsense sentence aloud and then print it on the paper.
   Ex: The *men jump quickly*.
   The *boys bark softly*.
   The *girls run rapidly*.



STORY TREASURE BOX

Objective: The child will write a story and give his story a title.

Materials Needed:

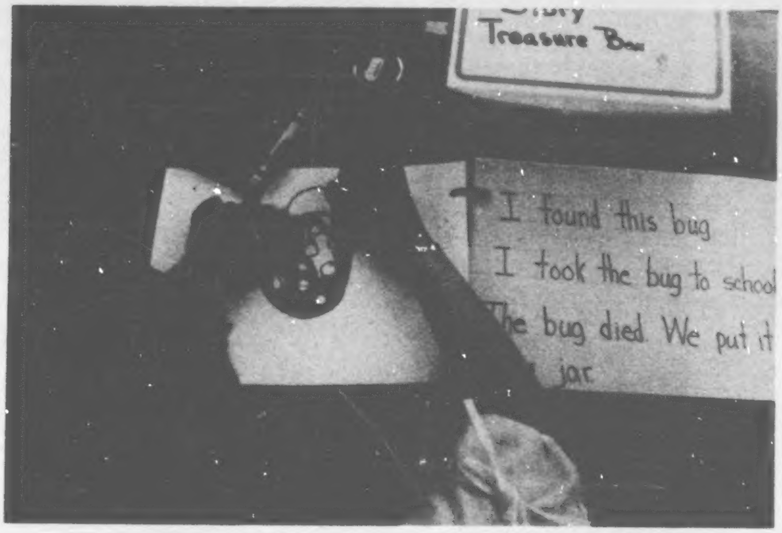
shoebox
construction or contact paper
paste or glue
magic marker
items such as: old book, scarf, apple (plastic), a jar with a dead bug, wallet, mirror, clothes pin, family picture

How to Make:

1. Cover box with colorful paper.
2. Label top "Story Treasure Box".
3. Put varied items in box.

How to Play:

1. The child reaches into the box and pulls out an item.
2. The parent encourages the child to tell a story orally first. The parent can also use this time to go over rules of punctuation and capitalization.
3. The child then takes the paper and pencil and writes his story down on paper, giving it a title.
4. The parent corrects the story and gives helpful hints where necessary. (Parent always remembers to praise any efforts made in story writing.)
5. The parent then binds the story and asks the child to illustrate it.



I found this bug
I took the bug to schoo
he bug died. We put it
jar

PICTURE DOWN THE LANE

Objective: The child will draw an animal using different parts of other animals and write a description of it.

Materials Needed:

paper (for writing and drawing)
crayons or water color paints or felt tip pens
pencil or pen

How to Make:

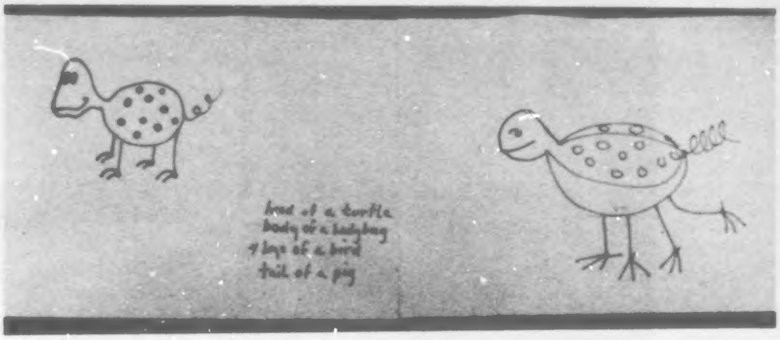
1. Have your child draw an animal using parts of different animals.

How to Play:

1. Give your child a pen (pencil) and paper and tell him to write a description of the animal he has just drawn, so someone else could read it and draw the same animal.
2. Take your child's instructions, without his picture, and give them to someone else (like Dad, or a brother, or friend). This person must draw the animal from the original instructions.
3. Compare the two drawings OR have the new artist write his own instructions and pass it on. . .

Variations:

1. Have your child draw a design and write instructions for duplicating it, eg: "Draw a triangle inside of a triangle. Draw a circle around the whole thing."
2. Have your child write a story about his creature or design.



MATH ACTIVITIES

THE NUMBER BOARD

Objective: This game teaches the concept of number.

Materials Needed:

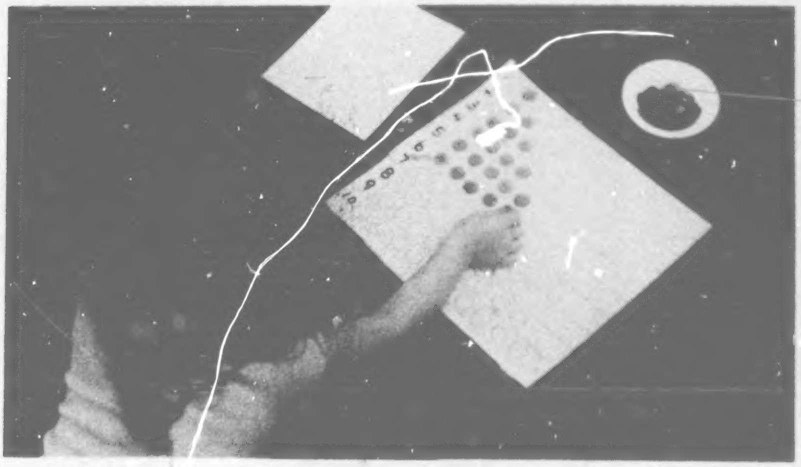
1 sheet of oaktag 12" × 13"
ruler
magic marker type pen (thin point)
penny or poker chip to trace
55 pennies or poker chips

How to Make:

1. Use the ruler to make 10 horizontal lines on the oaktag; the space between each line is the width of the ruler (and 1 ruler width in from top and bottom).
2. Draw one line vertically, one ruler width in from left edge of oaktag.
3. In left hand vertical column of boxes, write the numerals 0 through 10, from top to bottom.
4. In the box to the right of the "1" box, take the penny (or bingo chip) and trace it once. Next to the "2" box, in the next two boxes, trace the penny twice so that there are two circles to correspond with "2". Continue until you have made 10 circles next to the "10". Be careful to space the circles evenly below each one and between each one.
5. Place all pennies (or bingo chips) in a container (box or bag).

How to Play:

1. Place the gameboard in front of your child. Place the container of pennies on his left.
2. Point to the numeral "1" and say "This is the numeral *one*". You might trace it with your finger.
3. Pick up one penny and show it to your child saying "This is *one* penny."
4. Place the penny on the appropriate circle, or ask your child to do so.
5. Repeat with all numbers.
5. When the board is filled, point to the zero and say "This is zero. Zero means no things at all. There are no pennies here" (point to the empty space).
7. Begin again; point to the numeral "1" and say "This is the numeral one." Hold up one penny and say "How many pennies is this?" If he answers correctly let him place them. Continue through 10.
8. Begin again; point to the numeral "1" and say "This is the numeral one. Can you find one penny?" Let him place them. Continue through 10. You can make a number board up to 20 if your child can easily master counting to 10.



THE NUMBER LINE

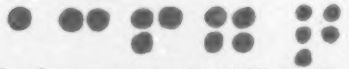
Objective: The child will recognize numerals & the sequence of numbers; he will begin to learn addition and subtraction concepts.

Materials Needed:

8" × 8" oaktag squares for each number card you make (for #'s 0 through 10, you will need 11 oaktag squares).
black magic marker (thick type)
masking tape

How to Make:

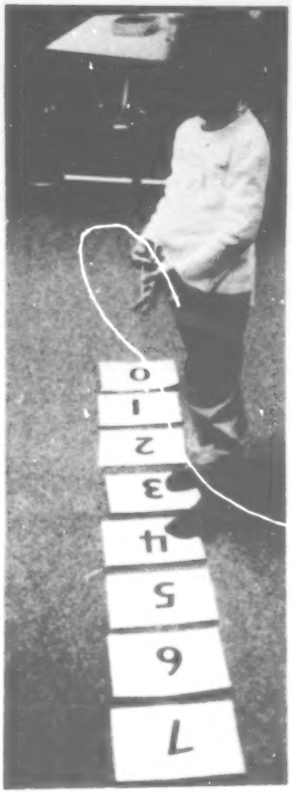
1. On the front center of the first square draw the numeral "1"; below it, write the word "one".
2. On the back of that square draw one dot in the center.
3. On the front of the second card draw the numeral "2"; below it write the word "two".
4. On the back of the second card draw two dots in the center.
5. Proceed as above until you have completed the ten card. Remember to evenly space the dots. Suggested pattern:



etc.

6. For the zero card, place "0" and the word "zero" on one side, and nothing on the other side.

How to Play:



There is a variety of ways to play with the Number Line.

1. Present the cards to your child as follows:
   a. Show him the one dot, point to it and say: "This is one dot."
   b. Ask him to point to the one dot.
   c. Ask him "How many dots are on this card?" If the child answers correctly, proceed to the next card.
   d. If the child can identify how many dots are on the cards, you may proceed as in a, b, and c with the numeral "1" and the word "one". (This teaches numeral recognition.)
2. Make a line on the floor with masking tape long enough for the number line (you might start with one through five). Place the squares on the tape in sequence, with the dots side up. Walk with your child on the number line, counting as you step on each card and pointing to the dots. Turn the cards over and repeat. (This teaches the sequence of numbers.)
3. Ask your child to place the cards in sequence. Or, place the cards in sequence and keep one card behind your back. Ask your child to identify the missing number.
4. Place the number line on floor, dot sides up. Tell your child to stand on the card with three dots. Now tell him to take one step forward (or up the number line, or to the larger numbers). Now ask him what number he is on. Tell him to stand on number two. Tell him to take two steps forward. Now what number is he on? (This is the beginning of addition.) Repeat with cards on numeral side. Try this game with subtraction (take two steps backward, or down the line, or toward the zero). Don't forget to praise effort as well as success!

SANDPAPER NUMERALS

Objective: The child learns to recognize numerals and increases his understanding of the concept of number.

Materials Needed:

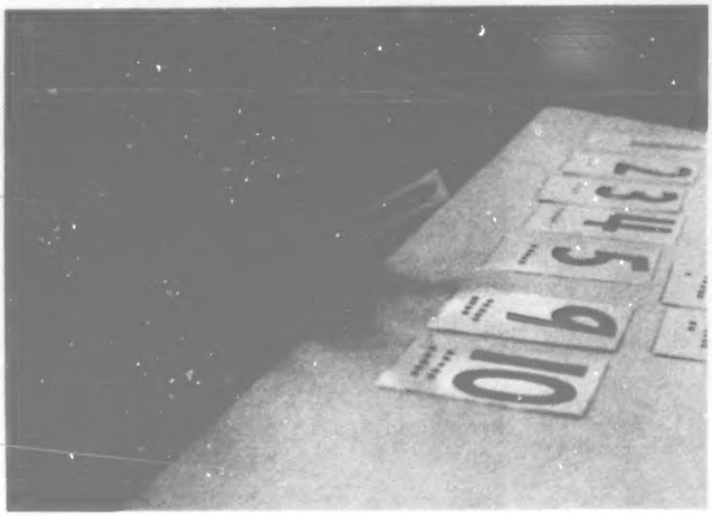
4" × 6" rectangular piece of oaktag for each number (for numbers 1-10 you will need 10 pieces of oaktag)
1 sheet of sandpaper (fine) 9" × 12"
paper hole punch
glue, scissors, pencil

How to Make:

1. On the back of the sandpaper sheet, draw the numerals 1 through 10. Make them as accurate as possible, and all the same size — about 3½" high.
2. Cut out the numerals.
3. Glue each numeral to a 4" × 6" oaktag card (Hold the card with the 6" sides vertical; place the numeral in the middle upper 4" of the card).
4. With the paper punch, punch out one sandpaper hole. Glue this small circle underneath the numeral "1". Punch out two holes. Glue the two circles next to each other under the numeral "2". Continue until you have completed the "5" card, and have 5 circles lined up under the "5". For "6", place 5 circles in a row and begin a line under it with the 6th circle. eg. ooooo and for "7" ooooo
   o oo
5. Continue until all cards are completed. Store all cards in a baggie or box.

How to Play:

1. Present the "1" card to your child. Rub the dot and say "This is one dot". Then rub the numeral and say "This is the numeral one".
2. Tell your child to touch the one dot. Tell your child to touch the numeral one.
3. Hold the card in front of your child and ask "How many dots is this?" and "What numeral is this?"
4. Continue with all the cards.
5. After your child has mastered this, you can use the cards like flash cards, eg. show him any number, ask him to feel it with his fingers, ask him to identify how many dots and the corresponding numeral.
6. You can also have your child sequence the cards; or play "What number is missing?" by placing them in sequence and hiding one numeral.



SORTING & COUNTING BOARDS

Objective: The child will be able to match objects to the outline, count the objects, and find the correct answer card for all boards.

Materials Needed:

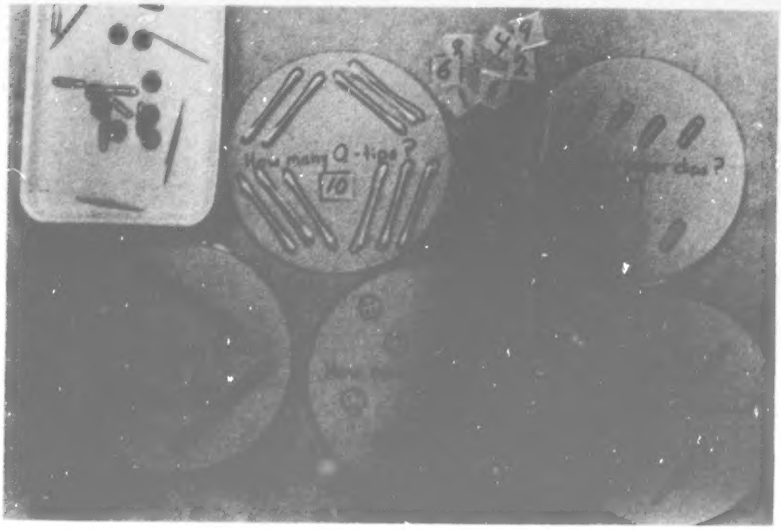
10 oaktag or cardboard circles, 8" diameter
10 squares of oaktag or cardboard, 1" × 1"
felt tip marker, scissors, ruler, plastic bag
sponge, "C" batteries, emery boards, pencils, toothpicks, bottle caps, poker chips, paper clips, buttons, Q-tips

How to Make:

1. Refer to materials needed list and trace one type of object on each circle: One sponge on a circle, two batteries on a circle, etc.
2. On each circle write how many ____________? (Fill in the name of the object).
3. Under the question draw a 1" square for the answer card.
4. Number the 1" answer cards 1 to 10 and place corresponding dots on the back of the cards.
5. Place the objects in a plastic bag.
6. Place the answer cards in a small envelope in the same plastic bag.

How to Play:

1. Place game boards and answer cards in front of the child. Place the objects in a container such as a pie tin or styrofoam meat tray.
2. Demonstrate how to play by picking up the one sponge and placing it on the outline of the sponge.
3. Read the question "How many sponges?" Answer by saying "There is one sponge."
4. Look through the answer cards and find the numeral one and place that on the game board in the space provided.
5. Ask your child to play the game with you. Assist your child until he can manage the task on his own.
   Hint: If your child does not recognize numerals, use the dot side of the answer cards to help him master counting. Later you can teach him numeral recognition.



T-SHIRTS

Objective: The child will learn numerical recognition and sequence.

Materials Needed:

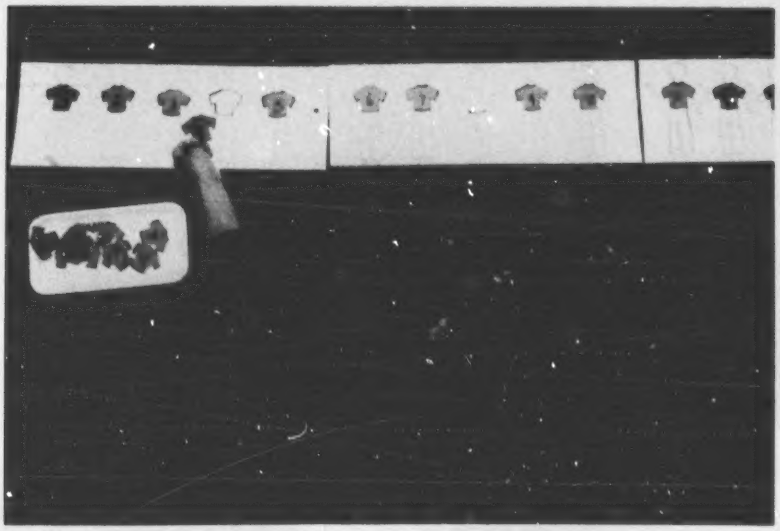
10 pieces of 6" × 18" oaktag
3 pieces of 9" × 12" construction paper, all one color
felt tip marker, scissors, glue

How to Make:

1. Draw the outline of 5 children on each of the 10 pieces of oaktag. These are the gameboards.
2. Draw and cut out 50 T-shirts to fit the children from the colored construction paper.
3. Number the T-shirts 1 through 50.
4. On each gameboard paste 4 shirts in numerical sequence leaving one child without a shirt at random.
5. Place the loose shirts in a sandwich bag for storage.

How to Play:

1. Place the gameboards in a pile in front of your child. Make sure that they are sequenced starting with the 1 - 10 board on top. Place the T-shirts in a pile next to the gameboards.
2. Help your child to determine which numeral is missing from the gameboard. Point to the numerals and count with your child and ask him what numeral comes next (or before).
3. Once he has identified the missing numeral verbally, have him look through the T-shirts for that numeral. Have him "dress" the naked child.
4. Continue playing as long as your child is successful. When he can no longer complete the sequence, stop playing. Note where your child had difficulty since this is where you begin to help him learn new numerals and sequences.
5. After reviewing new numerals and sequences, your child will be able to complete more gameboards, until he has mastered them all. (Note: sequencing from 1-50 is a complex, advanced skill - it takes much time and often isn't mastered until after the child has entered grade school.)



SHAPE SORT

Objective: The child will learn to identify shapes, and to sort and classify them into like sets.

Materials Needed:

1 piece of oaktag, 12" × 18"
5 pieces of colored construction paper, 9" × 12" (yellow, orange, blue, red, and green)
pencil, scissors, ruler, glue, compass

How to Make:

1. Make a shape pattern for a 1½" diameter circle from one color construction paper. Continue until you have all shapes: circle, square, triangle, rectangle, diamond, each a different color. (Size of each about the same; small enough to fit all of them on the oaktag; make sure the shapes are accurate.)
2. Trace your patterns to make an identical set of shapes, in the same colors. Glue these to the oaktag; this is your gameboard.
3. Trace your patterns to make another set of the same shapes in different colors. Repeat until you have no more paper. Now you have shapes in all colors.
4. Keep all shapes in a plastic lunch bag for protection.

How to Play:

1. Present the shapes to your child as follows:
   Place the gameboard in front of you and your child.
   a. Point to the circle and say "This is a circle." (You might outline its shape with your finger.)
   b. Ask your child to point to the circle.
   c. Point to the circle and ask your child "What is this?"
   d. Repeat with other shapes.
   Now take out the shapes which match the gameboard shapes in color.
   a. Pick up the circle and say "This is a circle. It matches this circle."
   b. Place the circle shape on the gameboard circle.
   c. Repeat with all shapes making sure that you are holding your child's attention.
   d. Remove shapes. Pick up the circle and say "This is a circle. Can you put it on the circle here?" (hand him the circle and point to the gameboard).
   e. When he does, say: "What is the name of that shape?" Repeat with all shapes.
2. Eventually you can hand your child the baggie full of shapes. Place the gameboard in front of him. Ask him to find all the circles and match them to (place them on) the gameboard circle. Repeat with all shapes. Always remember to reinforce the names of the shapes.

HANDS AND FEET

Objective: This activity helps the child to discover the principles of sorting and making sets.

Materials Needed:

Five sheets of 12" × 18" colored construction paper in red, yelow green, blue and brown.
pencil, scissors

How to Make:

1. Make silhouettes in 5 colors of an adult's hand and foot and of a child's hand and foot by tracing your hand and foot and your child's on each sheet of paper and cutting out.
2. Store in a zip lock bag.

How to Play:

1. Remove the playing pieces and ask your child to group the pieces together in some way.
2. After he has grouped the pieces ask him to explain how and why he put the items together that way.
3. Challenge your child to group the hands and feet another way and then have him explain to you how and why he grouped them in this new way.
4. Continue challenging and improving your childs classification skills. Eg. "Can you sort them by color?", "Can you sort them another way?"
5. Some possible classifying selections are all hands, all feet, all big, all little, all red, all blue. . .

Variations:

1. Add a middle size hand and foot to each colored set. Play the same way, classifying the hands and feet in a variety of ways. You can now add ordinal positions: which one is first, last, middle, and first, second, third.
2. You can concentrate on "How many?", counting fingers and toes.
3. You can play "Who has" and request playing pieces by size or color.

Classification Preschool

MAKING SETS WITH OBJECTS

Objective: The child will be able to sort various objects and make sets of like objects.

Materials Needed:

large styrofoan tray
styrofoam trays - one for each object
an assortment of the following objects or similar objects
  at least ten of each:
  bobby pins, buttons, popsicle sticks, poker chips

How to Make:

1. Gather the trays and objects and place in a ziploc bag.

How to Play:

1. Remove the trays from the bag.
2. Place the objects on the large tray, and place the larger and smaller trays in front of the child.
3. Ask the child to sort the mixed objects so that the small trays will each have the same type of object.
4. Reinforce the words of the objects and the concept that each tray holds a set of like objects.

Variations:

1. The child can count the number of objects in each set.
2. Have the child name each object and tell its use.

Classification

Preschool

SHAPE SORT & SERIATION

Objective: The child will be able to sort shapes and arrange the shapes in order from smallest to largest.

Materials Needed:

16 sheets of colored construction paper, 12" × 18", four of each color: red, blue, green, yellow

pencil, rule, scissors
for the circle shape — a pin tie, cereal bowl, peanut butter jar lid, baby food jar lid

How to Make:

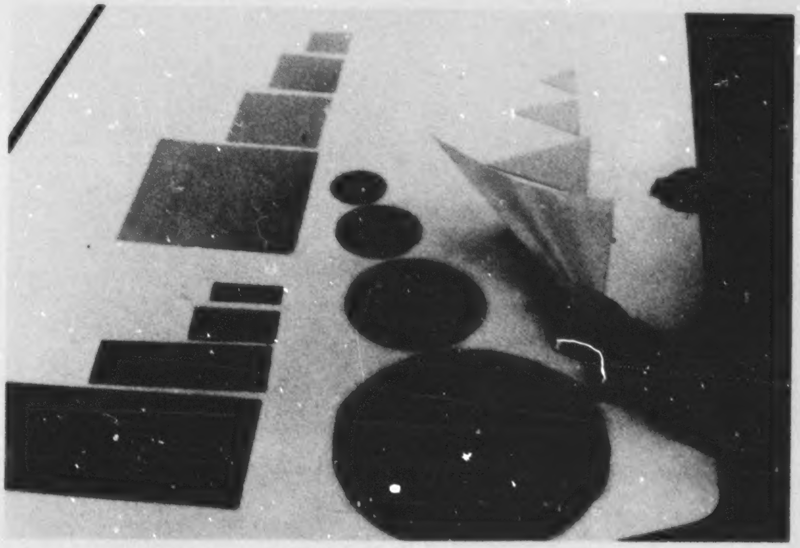
1. Take the materials for the circle shapes and place on one color of paper. Trace and cut out.
2. On the second color of paper draw the rectangle shapes: 12" × 5", 2½" × 6½",
3. On the third color of paper draw the triangles: 8", 5", 3", 2" (height). Cut out.
4. On the fourth color of paper draw the squares 7", 4", 3", 2" (per side). Cut out.

How to Play:

1. Place the pile of shapes in front of your child.
2. Ask your child to sort the shapes into piles so that all the circles, triangles, rectangles and squares are all in separate piles.
3. Review the names of the shapes.
5. Start with one shape and have your child arrange the shapes from largest to smallest. (eg. "Find the biggest circle", then "Find the smallest circle", then "Find the biggest" etc. Use words like: shorter, taller, large, small, smallest, biggest, middle, medium size, bigger, smaller, larger than. . . etc.)
6. Do the same with all the shapes.

Variations:

1. To make seriation clearer, remove the two middle sizes so that it is very clear which piece is large and which one is small.
2. Practice counting to four.
3. Using 3 sizes introduce the concepts of first, middle and last.
4. Cut the circle shapes out of different colored paper. Do the same with the other shapes. Now the game is harder because it is no longer color coded.



GEOMETRIC SHAPES

Objective: The child will be able to match and correctly name geometric shapes.

Materials Needed:

2 pieces of 3½" × 5½" white paper for each shape you are making
2 pieces of 4" × 4" colored construction paper (the same color) for each shape you are making
patterns for shapes (see templates)
ruler, felt tip pen, scissors, glue

How to Make:

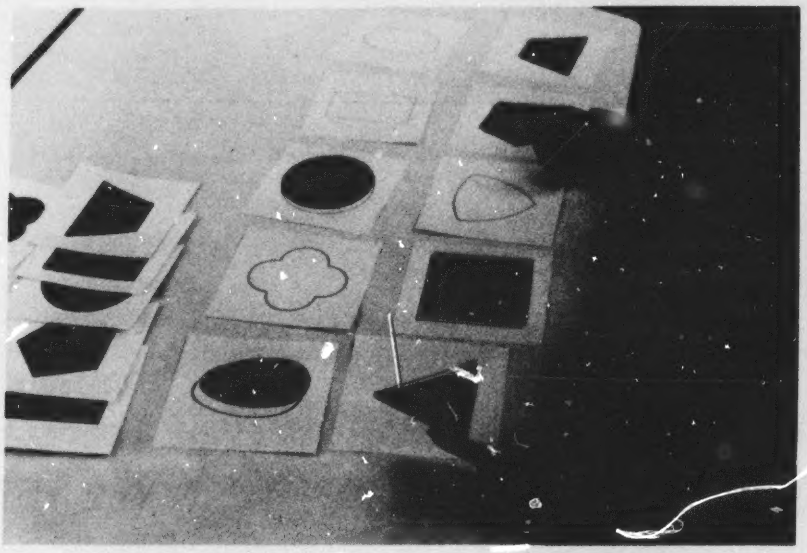
1. Trace the shape on the 4" × 4" colored construction paper. Repeat with the other 4" × 4" piece of paper.
2. Cut out the 2 shapes. These are your solid shapes.
3. Trace the same shape on the two pieces of white paper, using the felt tip pen.
4. Glue one of the colored shapes on the white paper in the outline you have made.
5. You should now have:
   a. one solid shape
   b. one solid shape on a white sheet of paper
   c. one outline shape on a white sheet of paper

How to Play:

1. Start to play the game with the four basic shapes: circle, square, triangle, and rectangle.
2. Have the child match the solid shapes to the white paper with the solid shapes. Name the shapes as your child is matching them. Ask your child to name them.
3. Lay out the outline shapes. Have the child match the solid shapes to the outline shapes.
   Name the shapes each time they are used. Ask your child to name them.

Variations:

1. After your child has learned the four basic shapes, you may add other shapes.
2. Play flash a shape: hold up a shape which your child has mastered and say "What is this?" If he identifies it correctly, he holds one up for you to identify, and so on.
3. Go on a shape hunt with your child to find similar shapes around the home or on a walk.



HOW TALL AM I?

Objective: The child will estimate the length of a person.

Materials Needed:

colored oaktag or construction paper, enough to make strips 4" wide and extend to a legnth of at least seven feet.
scissors, ruler, pencil

How to Make:

1. Cut the paper into 4" wide strips.
2. Cut the 4" wide strips into various lengths—ex. 3 pieces-12" long, 4-6", 10-4", 6-2", 6-1", 2-1/2".
3. Place all strips into a plastic bag or shoebox for storage

How to Play:

1. Have the person to be measured lie on the floor. (It is easiest for you to measure your child first to demonstrate how it's done. Then let him measure you.)
2. The person doing the measuring decides which pieces he will need to measure the person from head to foot.
3. To measure, lay the strips end to end; work with various sizes until the exact length is attained.
4. After this has been accomplished, and if the child is old enough, the ruler can be used to see how tall the person actually is.
5. Another family member could follow the above procedure and you can see the differences in the height of other family members.

AREA ESTIMATION GAME

Objective: The child will learn to look at spaces and estimate how many objects he needs to fill the space.

Materials Needed:

an assortment of oaktag or construction paper
pencil, ruler, scissors, or exacto knife
bottle caps or buttons or curtain rings (all one size)
pencil and paper

How to Make:

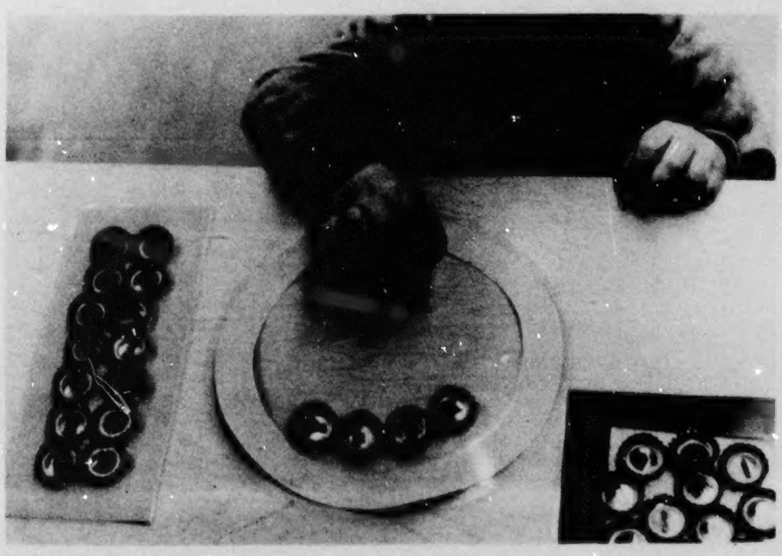
1. Cut out various shapes in a variety of sizes and then cut out the inside leaving a one inch border. You can trace objects found around the home for the shapes: eg. large mixing bowl and a margarine container, a half gallon milk container, a styro meat tray, a folded napkin, etc.
2. Gather bottle tops or buttons or curtain rings and place in a plastic sandwich bag.
3. Place all in a larger plastic bag or a box.

How to Play:

1. Place the bag of caps, buttons, or rings in front of your child. Remove one of the shape pieces from the box and place it in front of your child.
2. Ask him how many bottle caps, buttons, or rings he thinks he needs to fill the center space. Write that amount on the piece of paper.
3. Have the child count out the number of objects he stated and have him place them in the center of the shape. Note how correctly he estimated. Did they cover the borders of the shape? Was there room for more? Was that amount a perfect fit?
4. Continue playing the game having your child estimate how many objects are needed to fill a space.

Variation:

1. Estimate numbers using other objects and containers. How many macaroni pieces do I need to fill the cup? How many berries are in the dish? How many spoonfuls of soup do we need to fill this cup?



THE FRACTION BOARD

Objective: The children will learn the concepts of whole, half, fourth and third.

Materials Needed:

two pieces of white paper, 6" × 6"
three pieces of colored construction paper, 6" × 6", and each a different color
one piece of oaktag or cardboard, 8" × 8"
felt tip pen, scissor, glue
compass and protractor
a two pound coffee can will give you the correct pattern for the circle

How to Make:

1. Using the compass or coffee can, draw 5½" diameter circles on all of the 6" squares of paper and cut them out.
2. Glue one white circle on the oaktag or cardboard.
3. On the bottom of the other white circle write the numeral one.
4. Using the protractor, divide the other colored circles into halves (2-180° sections), fourths (4-90° sections), and thirds (3-120° sections), marking each section with the appropriate fraction 1/2, 1/3, 1/4.

How to Play:

1. Place the game board in front of your child.
   Tell your child that this is one circle. It is complete, it is a whole.
2. Ask your child to find another circle from the playing pieces.
   Have him place this on top of the whole circle on the game board.
3. Introduce the halves next. Demonstrate that two halves make a whole circle.
4. Introduce the fourths next. Demonstrate that two fourths make a half and four fourths make a whole.
5. Introduce the thirds pieces last following the same procedure.

Variation:

1. You can add other fraction pieces such as 1/6, 1/8, 1/5, etc.

NUMBER CARDS

Objective: The child will place the correct number of objects on the corresponding number card by counting out the objects.

Materials Needed:

10 oaktag or construction paper rectangles for number cards
55 beads, buttons, or beans
1 ziplock bag and a black magic marker

How to Make:

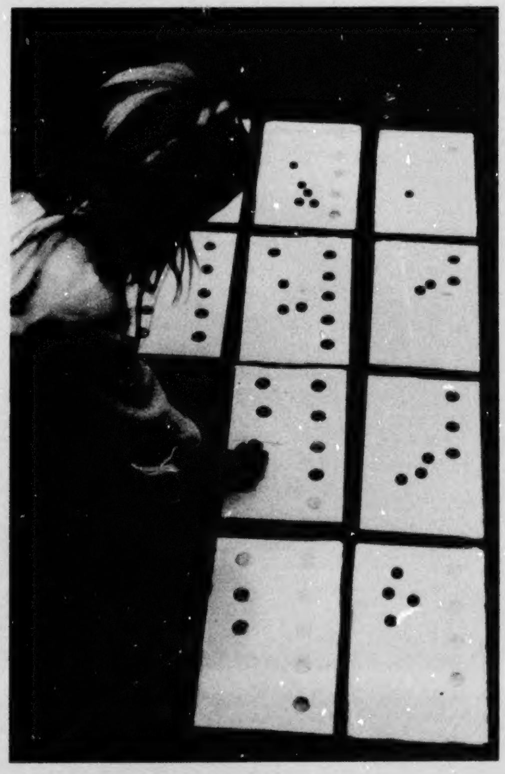
1. With the magic marker, number the cards from 1 to 10 (one numeral on each card). On the reverse side of the card draw the number of dots which corresponds to the numeral.
2. Place the 55 beads, buttons, or beans in the ziplock bag.

How to Play:

1. Give your child any card. Have the child trace over the numeral with his finger. Then ask the child to tell the name of the numeral.
2. Next, give your child a fistful of beans. Tell him to place that number of beans on the card (he may need to use the dots on the reverse side as a hint).
3. Continue until all cards have been used.

Variations:

1. Ask your child to sequence all of the cards in numerical order. Then ask him to place on the cards the corresponding number of beans. Praise his efforts as well as his successes.
2. Introduce ordinal numbers: say "This is the first card, this is the second card, this is the third card. . . ", and say "That's the first bean, here is the second bean. . ."



NUMBER CUPS

Objective: The child will recognize the written numeral and count out that number of objects.

Materials Needed:

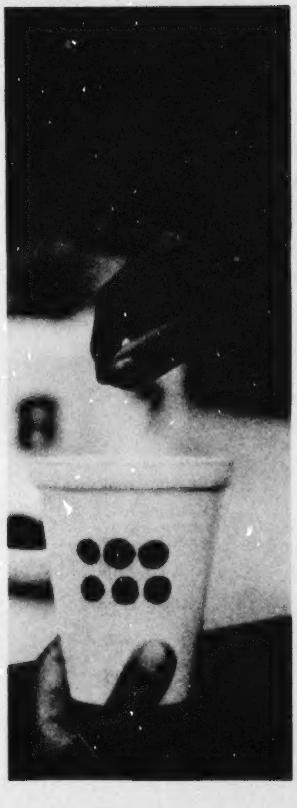
10 styrofoam cups
black magic marker
bowl of popcorn kernels

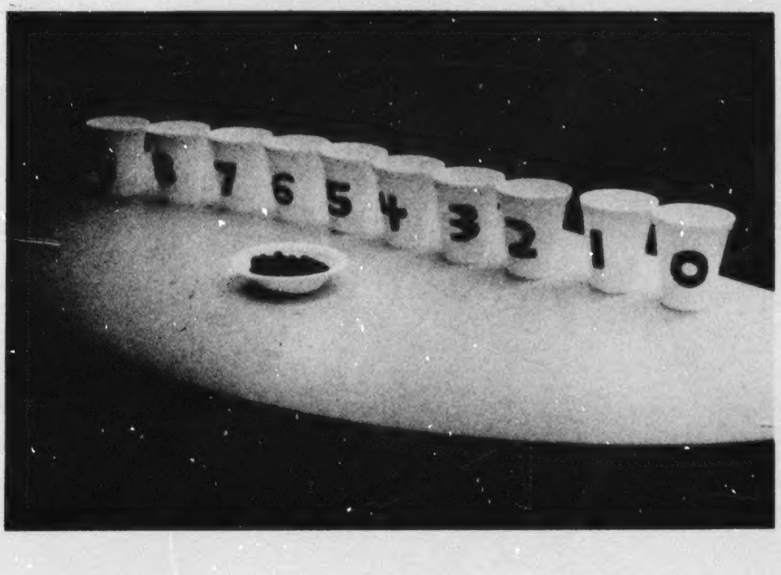
How to Make:

1. With the magic marker, print the numerals 0 through 9 on the cups — one number per cup.
2. On the opposite side of the cup, draw the number of dots to correspond with the numeral on the cup.

How to Play:

1. Line the cups up in order (except "0") in front of your child with the bowl of corn at his left.
2. Demonstrate the concept of number to your child by first pointing to the numeral "1" and saying "This is the numeral 1." Point to the dot, saying "This is one dot." Pick up one kernel of corn, saying "Here is one kernel of corn", and drop it into the cup.
3. Continue, demonstrating that the dots can be used to assist in counting out the corn.
4. As soon as your child understands the concept, let him try. Check his work when completed.
5. Introduce the concept of zero after your child understands one through nine. For a bigger challenge, go to 20. (Help your child count out in rows of five).





COUNTING BINGO

Objective: The child will practice numerical recognition and will match the numeral to the number of dots which it represents.

Materials Needed:

6 pieces of oaktag, each 6" × 8"
24 pieces of oaktag, each 3" × 4"
10 circles cut from red construction paper, each 2" diameter
felt tip marker, ruler

How to Make:

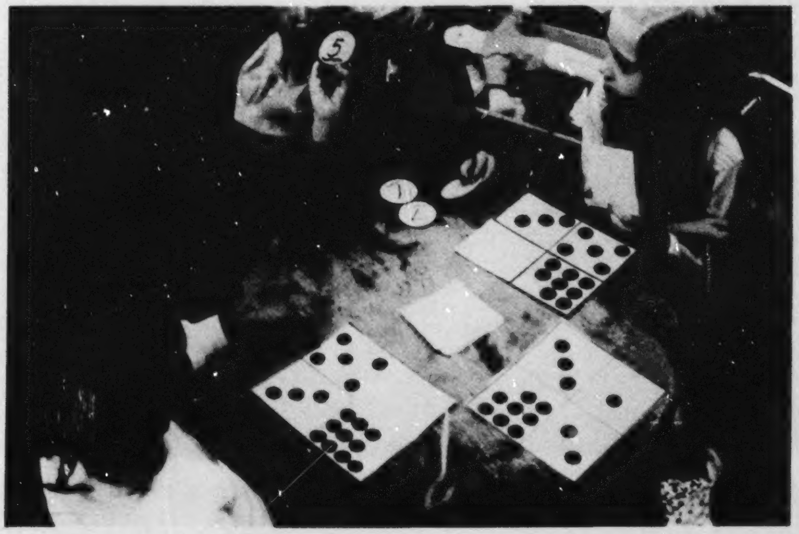
1. With the ruler and felt tip marker, divide each piece of 6" × 8" oaktag into four sections, each 3" × 4". These are the gameboards.
2. With the felt tip marker make dots in each section of the gameboards as follows:
   1st gameboard: 5 dots, 4 dots, 2 dots, 10 dots
   2nd gameboard: 3 dots, 7 dots, 9 dots, 1 dot
   3rd gameboard: 10 dots, 2 dots, 5 dots, 1 dot
   4th gameboard: 8 dots, 9 dots, 2 dots, 4 dots
   5th gameboard: 8 dots, 3 dots, 4 dots, 10 dots
   6th gameboard: 8 dots, 6 dots, 1 dot, 3 dots
3. Number the red circles 1 - 10.

How to Play:

1. Each player takes a gameboard and 4 blank 3" × 4" cards. The red circles are mixed and placed face down between the players.
2. The "caller" picks up a circle and calls out the numeral as he shows it to the players.
3. If a player has the corresponding number of dots on his board, he covers that section with a 3" × 4" card.
4. The first person to cover his gameboard completely wins!

Variations:

1. Each player may try using two cards at the same time, or three cards at the same time.
2. You may increase the counting to 20, by making more cards.



THE ONE MORE SNAKE

Objective: The child will identify a set that has one more object than another set.

Materials Needed:

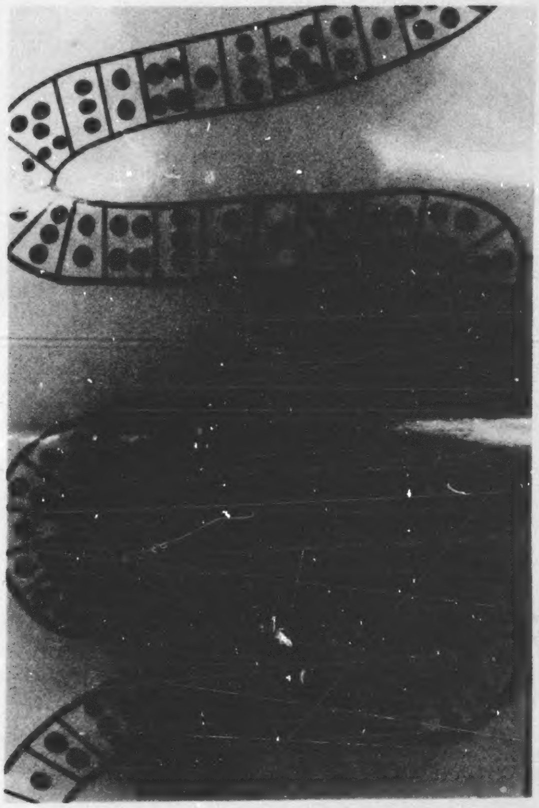
1 piece of 12" × 18" oaktag or construction paper for game board
25- 1½" × 3" cards made from oaktag, cardboard or construction paper
buttons to use as game pieces
magic markers

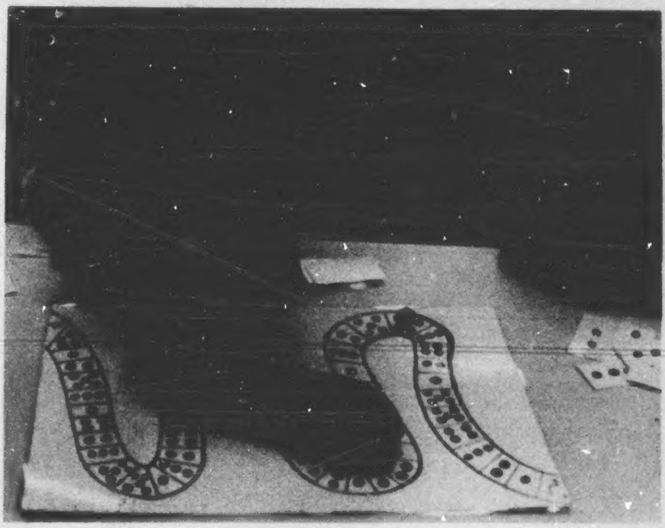
How to Make:

1. Make gameboard using magic markers.
   (Your game board need not have this exact number of squares as long as the numbers 1 through 5 are evenly distributed.)
2. On 5 cards draw one dot, 5 with two dots, 5 with three dots, 5 with four dots, and 5 with no dots.

How to Play:

1. Turn shuffled cards face down next to game board.
2. First player takes top card, reads and moves his man to the next space that has one more dot than his card. Player leaves card face up next to pile (note: help your child find one more — rather than match the numbers.)
3. Second player proceeds as did first player, as does third player and so on.
4. No two men can stand on the same place (must move ahead to next empty space).
5. If cards are all used, reshuffle and place face down once again.
6. The first person to get to the number at the end is the winner!





THE CLOTHESLINE

Objective: The child will arrange objects from smallest to largest by measuring size (seriation).

Materials Needed:

1 file folder or a 12" × 18" piece of construction paper
construction paper in assorted colors
scissors, magic markers, string, scotch tape, stapler, paper clips, ruler

How to Make:

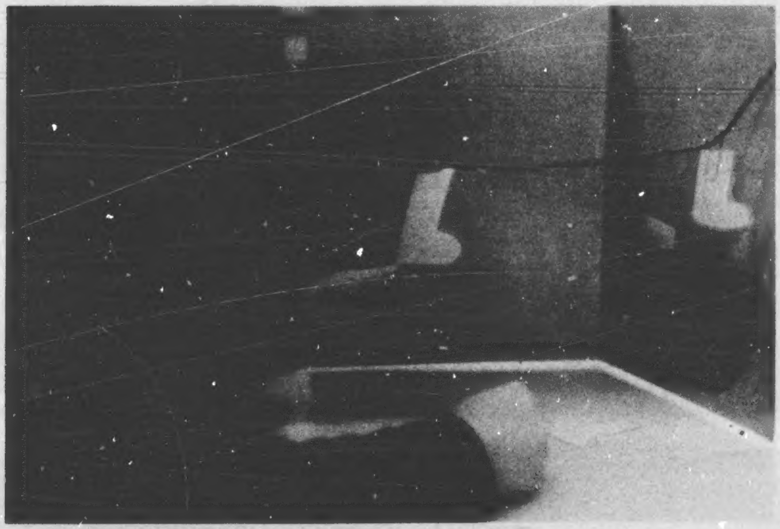
1. Stretch a clothesline across the open folder, (or across the construction paper), using the string. Staple it down at the ends.
2. Cut out a clothes basket from construction paper and scotch tape the sides and bottom to the folder (or construction paper) so that the top is open to form a pocket. The clothes basket should be placed below the clothesline.
3. Cut construction paper socks. Cut paper to sizes: 1½" × 2", 2" × 2½", 2½" × 3", 3" × 3½", 3½" × 4". Draw a sock to fill each rectangle and cut it out. Store the socks in the clothes basket.

How to Play:

1. Place the clothes line game in front of your child. Take the socks out of the clothes basket.
2. Ask your child to find the biggest or largest sock. When he finds it, tell him to pin it to one end of the clothesline with a paper clip.
3. Then ask your child to find the smallest sock. Have him pin it to the other end of the clothesline.
4. Proceed by asking your child to find the next largest sock (largest one left in pile). Have him pin it next to the largest sock. Continue until your child has hung up all the socks from largest to smallest. Use words like: big, little, large, small, larger, smaller, longest, shortest. . .

Variation:

Ask your child to put things from around the house in order from smallest to largest. You might use: spoons of various sizes, books, boxes, pots and pans, jars, buttons, shoes.



THE TOY SHELF

Objective: The child learns to estimate how many shapes will fill a space.

Materials Needed:

2 pieces of construction paper 9" × 12", light colors. Cut one into 3" × 3" squares.
magic marker to draw shelves
magazines and catalogues from which to cut pictures of toys
scissors, glue, ruler

How to Make:

1. Draw the shelves on a piece of construction paper by making straight, parallel lines across the paper, 3" apart, with magic marker.
2. Find and cut out small pictures of toys. Glue them onto the 3" × 3" construction paper squares.

How to Play:

1. Place the toy shelves and pile of toy pictures in front of your child.
2. Demonstrate how to put the toys onto the shelf. Say, "Let me see how many toys I can fit into this space" or, "Watch me put the toys away on the shelves. Do you think they will all fit?"
3. Let your child try it.

Variations:

1. Cut another piece of construction paper into rectangles of various sizes, all 3" high (eg. 6" × 3", 2" × 3", 4" × 3"). They might or might not fill the length of the shelves exactly. You might cut more than enough to fill the shelves, so your child will have to try various combinations to see how he can fill the shelves, and to see how many toys are left out.

2. Cut another piece of construction paper into triangles of 3" height. Proceed as above.

SHAPE IDENTIFICATION GAMES

Objective: The child will learn to recognize various shapes.

Materials Needed:

magic markers in various colors including black
ten 5" × 8" index cards — unlined
clothespins (spring type)
ruler

How to Make:

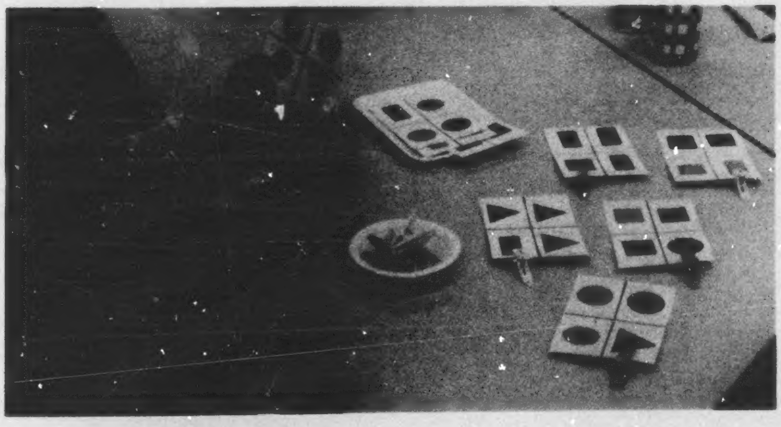
1. Using the black magic marker and the ruler, divide each index card into 4 equal parts.
2. Use the following shapes: circle, triangle, square, rectangle, diamond, oval. On each card draw 3 of one shape and one of a 2nd shape, so that there is a shape in each block (using various colors and the help of the ruler). Do not make the same shape in the same color on the same card.

How to Play:

1. Show your child all of the cards and discuss the shapes on the cards. Your child first needs to be familiar with the various shapes and their names.
2. Explain that on each card three of the shapes are the same and one is different.
3. Next, give your child one card, and ask him to find the shape that is different.
4. When he has identified it, show him how to pinch a clothespin onto that box.
5. Do all the cards this way with your child

Variations:

1. To help your child become familiar with geometric shapes, use toothpicks or popsicle sticks to make shapes with straight lines. Use string to make the circle and oval shapes. Have your child make the shapes with you while you tell him their names.
2. Discuss what objects are around the house that have a triangle shape — go on a shape hunt: (eg. roof of a house, folded napkins and folded towels can be used to demonstrate triangle shapes. . .).



THE CLOCK

Objective: The child will learn to associate time on the toy clock with daily events.

Materials Needed:

1 paper plate (dinner size)
piece of oaktag
1 paper fastener (round head fastener)
a ruler
magic marker
magazines, glue, and construction paper or construction paper and crayons, magic markers or paint

How to Make:

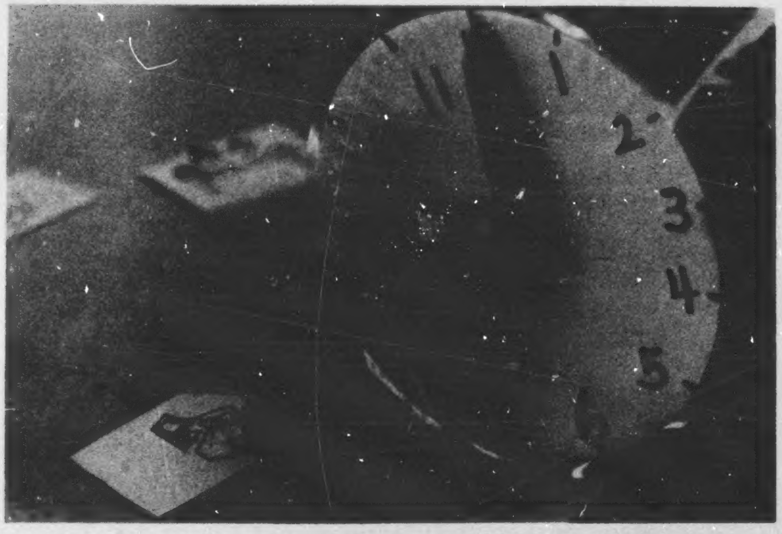
1. Using the paper plate, fill in the clock face numbers around the outside. You may want to use a ruler to help you place the numerals evenly.
2. Punch a hole in the middle of the plate (with a sharp pencil, pen, ice pick, knife, or scissor).
3. Make the hands of the clock, one long and one short, from the oaktag. Do not make the hands bigger than the clock.
4. Punch a hole through the base of the hands.
5. Assemble the clock by fastening the hands to the middle with the round head fastener.
6. Draw pictures or find pictures in magazines of morning, school lunch or lunch time, dinner time, night time, bedtime. Paste magazine pictures onto oaktag or construction paper.

How to Play:

1. Place the clock into the child's hands, and point out a real clock in the room saying, "Here is a toy clock for you."
2. Place the pictures in a pile in front of the child. Pick up one and ask "What time is it here in this picture?" (Help your child to identify the picture with the event in his daily life.)
3. When he has answered correctly, (eg. "It's morning"), show him the time on the clock by moving the hands. (If it is morning in your house, point it out on your real clock.) Say "In the morning when we wake up, it is 7:00. The clock's little hand points to the 7 and the big hand points to the 12."
4. Continue helping the child to match the clock to various times that are important in his day.

VARIATIONS:

1. Use the clock to help your child understand "in an hour", or "later this evening". For example, if he can play for one more hour before bedtime, show him the real clock and tell him that when the real clock matches the toy clock, one hour is up. (The real clock says 8:30 and you set the toy clock at 9:30.)
2. For the more advanced child (eg. 1st grade):
   a. Make the clock read 4:00. Ask your child what time it is on the clock. If he can answer correctly, ask him to write the answer on a piece of paper. Use time to the hour only.
   b. Write down a time to the hour. Show it to your child and ask him "What time is written here?" (Point to it). Have the child fix the hands on the clock to say the correct time.
3. For the more advanced child (eg. 2nd grade):
   Proceed as for 1st grade, but use time to the half hour, eg. 4:30, 5:30, etc.



MATCHING CARDS

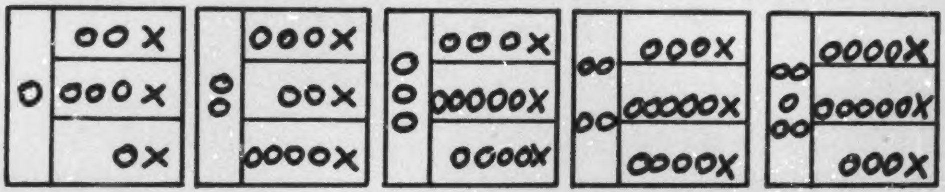
Objective: Child will identify sets that are the same in number

Materials Needed:

5 pieces of oaktag or cardboard, 6" down × 8" across
66 stickers or cheerios or beans or circles cut from construction paper
pencil or pen or golf tee, hole puncher, glue

How to Make:

1. Glue the stickers or cheerios or beans onto the oaktag cards this way:



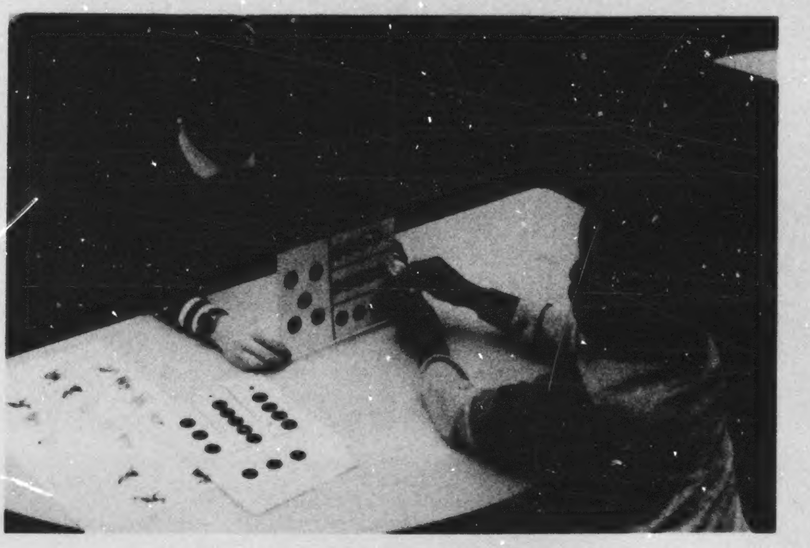
2. With the hole puncher, punch holes where the X's are.
3. On the back of the cards, print the correct number (e.g. for the first card shown, print "1") and circle the hole which is next to the right answer.

How to Play:

1. Sit facing your child. Hold up one card so that he sees the front and you see the back.
2. Point to the cue side and ask your child if he can find the same number of stickers (cheerios or beans) on the answer side as he sees on the cue side.
3. Instruct your child to push the pencil or golf tee or pen into the hole which is next to the matching number. (Show him how)
4. You see the pencil on the other side of the card, and if it is pushed into the correct hole, let your child know he has the correct answer, then say the number. If your child is incorrect, tell him to try again. Praise his efforts as well as his successes.

Variation:

When you child has mastered this, you can make up cards with more numbers or cards with different objects (e.g. 1 cheerio will match 1 sticker).



SETS ON THE FLANNEL BOARD

Objective: The child will recognize groups that are not equal (non- equivalent sets); the child will identify groups that have one more object.

Materials Needed:

large piece of heavy cardboard
enough flannel or felt to cover the cardboard
pieces of felt in various colors, various sizes
stapler or staple gun or electrical tape
scissors

How to Make:

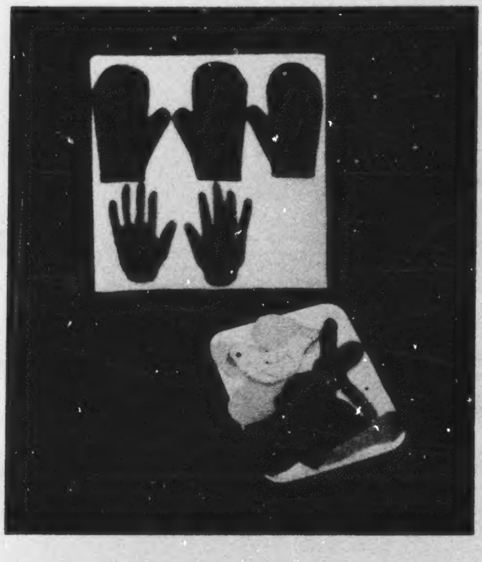
1. Cover the cardboard with the flannel using the stapler or tape to form the flannel board.
2. Cut shapes from the felt: 2 hands, 3 mittens, 5 circles, 6 squares, 2 vases, 10 flowers all one color, 5 flowers all one color, 3 rabbits, 2 carrots. . .

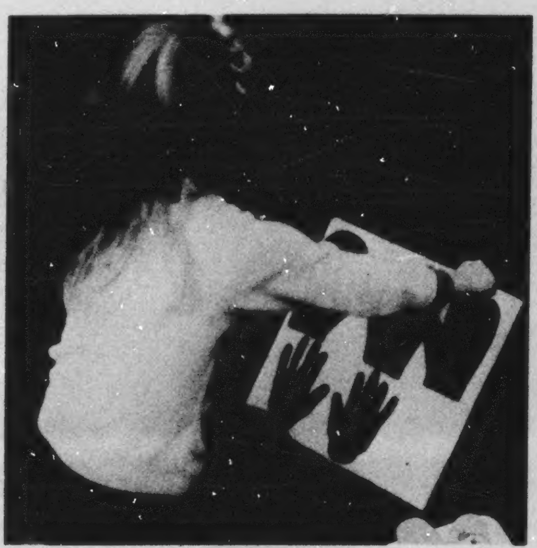
How to Play:

1. Place the flannel board in front of your child. You may wish to prop it up with some books.
2. Place the felt pieces on a tray next to your child.
3. Place the two vases on the flannel board. Have your child fill one with one color flowers and the other with the flowers of a different color. Ask him which vase has more flowers.
4. Next have your child find the hands and mittens. Have him match one hand to one mitten. Point out that there is one more mitten: "We do not have an equal number of hands and mittens. We have one more mitten than we have hands."
5. Next have your child find all of the circles and put them on the flannel board. Have him find all the squares and place them on the board matching one to each circle. Ask him which group has one more.
6. Continue playing and help your child to identify sets or groups that are not equal, especially those with one more. You may wish to cut out more objects to work with.

Variations:

1. Use objects from around the house to teach the concept of one more, and non-equilavent sets. For instance, use cups and saucers, eggs and egg cartons, glasses and coasters, rings on your fingers.





SORTING GAMES

Objective: The child will sort objects to classify like objects into sets.

Materials Needed:

large round can or plastic jack-o-lantern
large square box
large rectangular box
round objects: such as an orange, a marble, margarine lid, paper plate
square objects: such as a small box, cookie cutter, child's block, plastic container
rectangular objects: such as a milk carton, a ruler, styrofoam meat tray

How to Make:

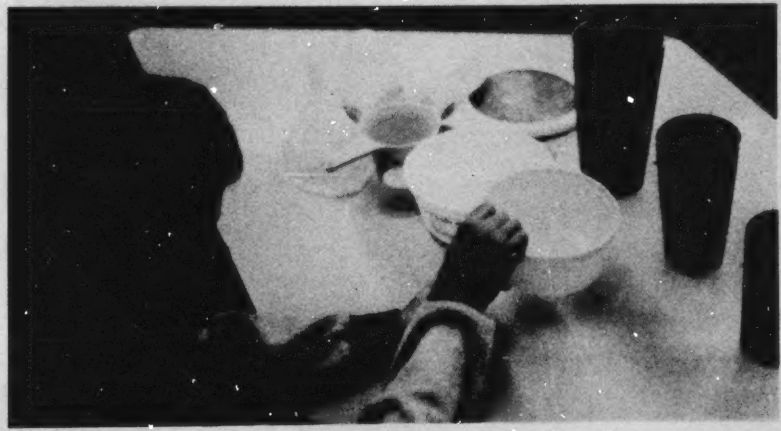
1. Gather the materials
2. Store in the 3 large containers

How to Play:

1. Place the round, square, and rectangular containers in front of the child and place all of the round, square, and rectangular objects in one pile in front of the containers.
2. Tell the child the names of the three objects in front of him: "This shape is square, this shape is a rectangle, this is a round shape" or "This shape is a circle".
3. Ask the child to put all of the round or circular objects into the large round or circular shape. Then ask him to put all of the square shaped objects into the square box, and all of the rectangular shapes into the rectangular box.
4. Explain to the child that he has sorted the objects by shape. All of the circles are together, all of the squares are together, and all of the rectangles are together.

Variations:

1. Go on a shape hunt in your house or neighborhood. Introduce different shapes. Look for triangles, ovals. . . .
2. Gather: 3 plastic funnels, 3 measuring spoons, 3 measuring cups, 3 plastic lids in 3 sizes, etc. Place them all on a table in front of your child. Have your child find the biggest funnel, the longest spoon, the largest measuring cup, etc. Have him sort the largest pieces into a pile. Then have him sort the smallest pieces into a pile, and so on with the middle size. He has classified by size. Now have him sort by shape: all the spoons will go together, all the lids, etc.
3. Have your child sort and classify by color. Go on a color hunt for red objects. Place all red objects in a pile on the floor. You have created a red set. Now hunt for blue. . . .
4. Have your child help you sort the laundry — pairing socks is an excellent sorting and classifying activity.



COUNTING STICKS

Objective: The children will learn place value by identifying numbers made up of tens and ones.

Materials Needed:

bag of dried beans or 135 beads
18 popsicle sticks
3" × 5" index cards
2 styrofoam meat trays (7½" × 5") or kitchen trays
super glue and a felt tip marker

How to Make:

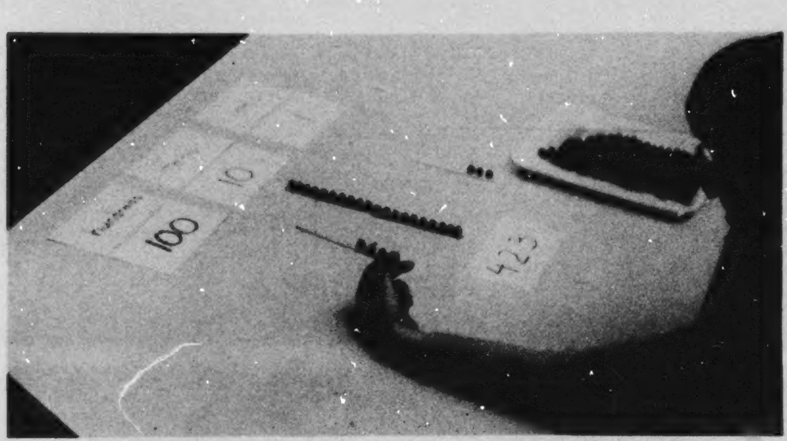
1. Use nine of the popsicle sticks and glue ten beans on each one evenly spaced along the length of each stick.
2. Start at one end of the remaining nine sticks and glue one bean on the first stick, two on the second stick, three on the third stick, and so on up through the ninth stick.
3. Write two digit numerals on the index cards, for example: 17, 26, 31, 45, etc. Use as many combinations as you wish. These are the numeral cards.

How to Play:

1. Place the counting sticks on the trays with all the ten sticks on one tray, and all the one sticks (1-9) on another tray. Explain this to your child.
2. Place the problem cards in a pile face down in front of your child. Ask him to pick one and show it and name the numeral (e.g. 26).
3. Help him to make the number with the counting sticks which the "26" represents. Two ten sticks and the stick with six beans to the right of the ten placement would be correct for "26".

Variations:

1. It may be helpful to make guide cards, labelled "10's", "1's". Place these on the table so that your child will place the sticks under the proper column.
2. You can use the sticks to make a number, and the child can count the beads, identify the number, and find the correct numeral card.
3. The older child can write the correct numeral on a blank index card.
4. The second grade child should practice this game using numbers in the hundreds to learn 3 digit place value. Make 10 sticks with 10 beads on each. Glue these together using a popsicle stick on the underside. Make 9 more of these hundred blocks. Make 3 digit numeral cards. Have your child make the number with the counting sticks in the same way that he did for the 2 digit numbers. The columns are now: 100's - 10's - 1's.



HOOK IN THE HOLE

Objective: The child will learn one to one correspondence. He will also:
a. be able to identify shapes
b. make patterns using color
c. practice counting

Materials Needed:

thin cardboard or oaktag cut out as follows:
12" square
7" diameter circle
7" × 10" rectangle
7" × 10" triangle
14" × 3" rectangle
1 pack thick cotton pipe cleaners in assorted colors
paper squares (1 inch), one for each shape
scissors, pencil, pen, hole punch, styrofoam tray, ruler

How to Make:

1. Take hole punch and make holes following the outline of the shapes. To make holes in rectangle, fold the cardboard lengthwise in half and punch through two layers. Cut off any rough edges with scissors.
2. Now cut pipe cleaners, using at least three different colors, into 3 inch lengths and fold each in half. Place onto tray.
3. Last of all write numerals on each 1" square to correspond to the number of holes on each shape. Punch one hole into each square.

How to Play:

1. Have your child take a shape and place a pipe cleaner hook into each hole. Help your child to count as he works. Encourage your child to work left to right, top to bottom, or in sequence around.
2. When completed ask your child to pick up the appropriate numeral square and hook it in to the last pipe cleaner and twist.
3. Have him continue procedure with other shapes.

Variations:

1. Have your child name all the shapes.
2. Take the 12 holed, rectangle strip and 12 pipe cleaners, three of each color. Starting at left, make a pattern with the colors across strip (e.g. red, white, yellow, red, white, yellow. . .). Ask your child to repeat this procedure with different colored pipe cleaners using different shapes. Ask your child to make up some other patterns.

ADDITION WITH PLAYING CARDS

Objective: The child will be able to correctly add two numbers

Materials Needed:

2—3 × 5 blank index cards or paper
19 — answer cards cut in the shape of paper hearts
1 deck of playing cards (regular deck with the jokers and face cards removed)
1 felt tip pen

How to Make:

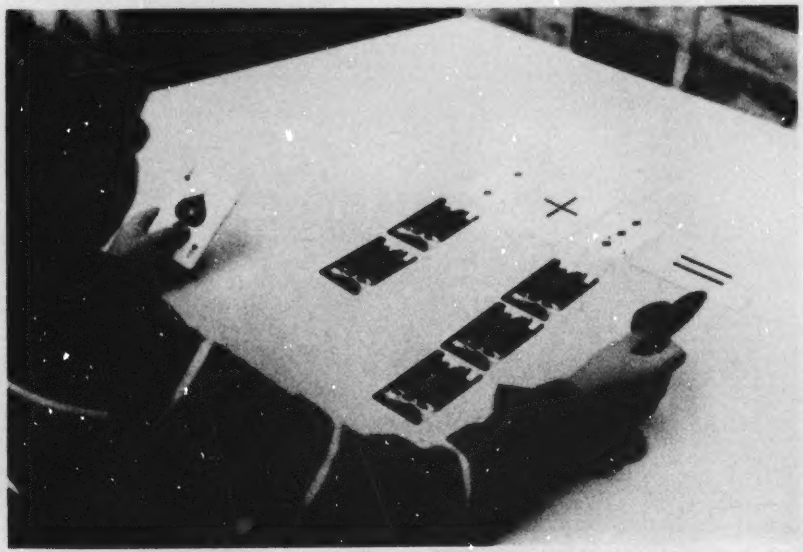
1. On one 3 × 5 card write a plus sign.
2. On one 3 × 5 card write an equal sign.
3. Start with numeral 2 and write one numeral on each answer card continuing to 20.

How to Play:

1. Place the + card and the = card in front of the child this way: $\boxed{+}$ $\boxed{=}$
2. Shuffle the deck of cards.
3. Have the child pick out two cards.
4. Have the child place one card on the left of the + card and one card to the right of the + card.
5. Ask the child to add the two numerals and find the answer card.

Variation:

1. If the child does not know the answer or to check if the answer is correct continue the play by having the child count the amount on the first card and place that many cards face down under the numbered cards.
   Do the same for the second card.
   Now count all the face down cards and find the correct answer card
2. Add dots to the back of the answer cards to correspond to the numeral. This can help the child identify the correct answer.



Number Concepts 1st Grade

ADDITION FLAGS

Objective: The child will be able to add two numbers correctly. The sum of the numbers will not exceed ten.

Materials Needed:

8 index cards, 3" × 5"
10 straws
1 orange juice can
9 popsicle sticks
1 sheet of plain paper
felt tip pen, scotch tape, scissors
optional: paper to cover orange juice can

How to Make:

1. On each 3" × 5" card write addition problems. The sum of the problems should not exceed ten. Example: 2 + 3, 3 + 3, 4 + 2, 5 + 1, 6 + 3, 7 + 2, 6 + 4, 5 + 5 etc.
2. Cut nine triangles 2" high and 3" long.
3. Using one numeral for one triangle write the numerals: 2, 3, 4, 5, 6, 7, 8, 9, 10 on the triangles.
4. Tape one triangle on each popsicle stick near the top, (so that it is a flag).
5. You may want to cover the orange juice can with contact or colored paper.

How to Play:

1. Place the orange juice can in front of the child. Place the problem cards, straws, and flags in separate piles in front of your child.
2. Take a problem card and place it in front of the can. (Or let your child choose one).
3. The child can pick up straws to match the numerals on the problem card starting with the first numeral. (example: 2 + 1, your child could count out two straws and then one straw). Place these in the orange juice can as they are counted. The child will count the total number of straws that are in the can by removing them one at a time and placing them in his hand as he counts. He now has the answer to the problem.
4. The child will look for the corresponding answer triangle and place it in the can. Check his answer. Praise his efforts as well as his successes.
5. Repeat the procedure with a new addition problem.

Variations:

1. Add dots to the back of the problem cards — the dots will match the number of straws. This can serve as a hint to your child.

THE SUBTRACTION BOX

Objective: The child will learn to correctly subtract one number from another.

Materials Needed:

1 cigar box; 9 golf tees; 1 large nail
10 blank index cards, 3" × 5"
10 answer cards (construction paper or oaktag or cut index cards), 3" × 3"
1 styrofoam meat tray or a bowl
hammer, ruler, pencil

How to Make:

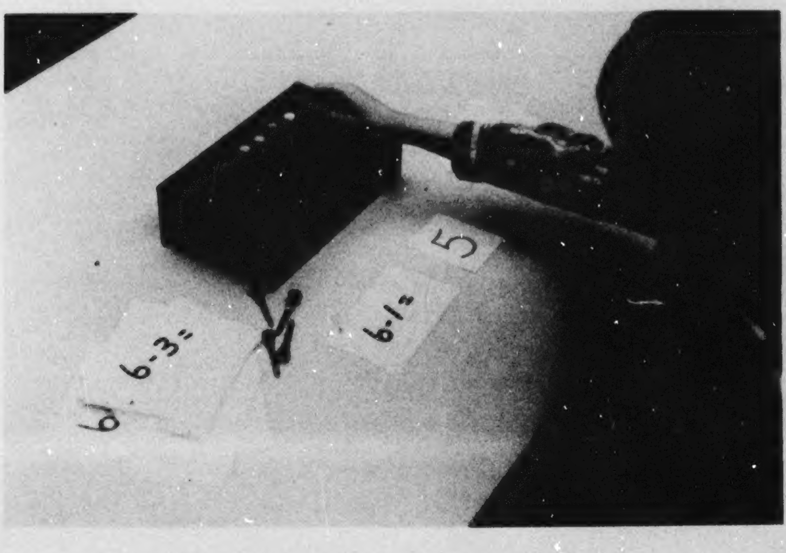
1. Draw a line down the center of the cigar box top (the long way). You may wish to cover the cigar box.
2. Use the hammer and nail to punch nine holes, evenly spaced, down the line. The golf tees should be able to stand in the holes.
3. Write subtraction problems on the index cards, for example: 7 − 4 =, 5 − 2 =, 6 − 3 =, 3 − 2 =, 6 − 4 =, 8 − 3 =, 6 − 2 =, 7 − 5 =, etc. Do not use a number greater than 9.
4. Write one numeral on each answer card (0 to 9.)

How to Play:

1. Place the subtraction box in front of your child with the golf tees in a tray at his right and the pile of answer cards at his left.
2. Place a problem card in front of the box. Show your child how to solve the problem by: (a) taking the number of golf tees indicated by the number on the left of the card and placing them in the subtraction box holes, (b) then taking away the number of tees indicated by the numeral after the minus sign, (c) and then counting the tees left in the box.
3. Instruct your child to find that answer card and place it to the right of the problem card so that the entire equation is shown. Read it to him.
4. Take away that problem and let your child select another.

Variations:

1. When your child has mastered the problem solving technique and is familiar with the equation format, you might give him all of the problem cards and let him solve them on his own. When he has all the equations solved, check his work. Praise his efforts as well as his successes.



MONEY SORT

Objective: The child will be able to correctly identify a penny, nickel, dime and quarter. The child will also understand what each coin is worth.

Materials Needed:

ten each of the following: pennies, nickels, dimes and quarters
four oaktag or cardboard squares 4" × 4"
felt tip marker, scissors, clear tape
container for the coins

How to Make:

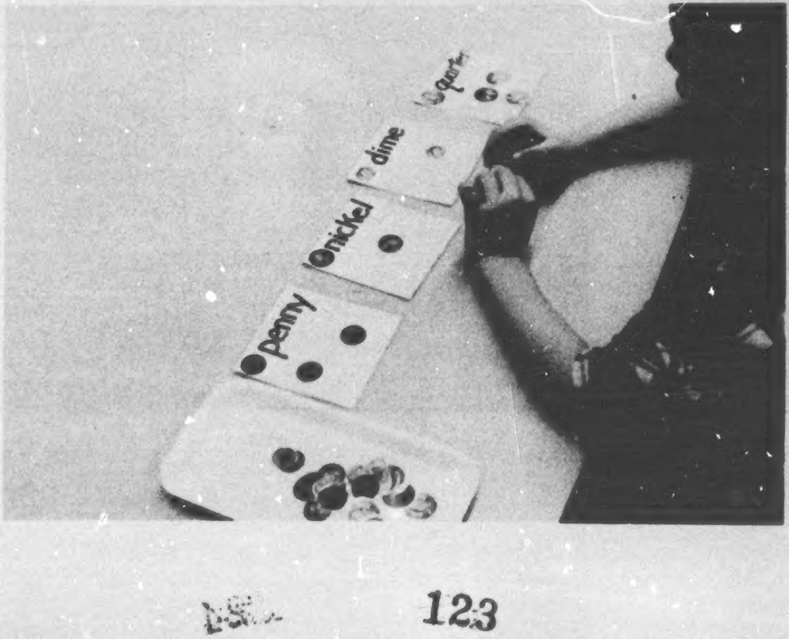
1. Take a 4" × 4" square and tape a penny to the upper left corner.
2. Print the name "penny" across the top of the card.
3. Do the same with the other three coins using the remaining 4" × 4" cards.

How to Play:

1. Place the cards in a row in front of your child.
2. Ask your child to find the penny, then the nickel, dime, and quarter. Do not continue the game until your child can correctly name the coins.
3. When the child has correctly identified the coins, ask the child to find the penny and then ask the child how much a penny is worth. If the child does not know, tell him it is one cent.
4. Continue asking the child to find the coin card you request and asking the child the worth of each of the coins. One cent, five cents, ten cents and twenty five cents are correct responses. You might draw 5 pennies on the back of the nickel card, 10 on the dime card, and 25 on the quarter card to help teach the values.
5. Arrange the cards from smallest amount to largest amount and have the child sort out the remaining coins from the container by placing them on the correct card and repeating the name of the coin and its worth. "This is a penny. It is worth one cent."

Variations:

1. As the child's knowledge in money values increases you can introduce all the different combinations of coins to equal the same amounts. Five pennies or cents is the same as a nickel. Two nickels or ten cents equals a dime etc.
2. You can cut out pictures from catalogs or magazines and glue them on cardboard and write "one cent", "five cents" etc. on the pictures. The child can then use the coins to show how many he would need to buy that item.



MEASUREMENT GAME

Objective: The child will estimate the size of an object, and then measure the actual size of the object.

Materials Needed:

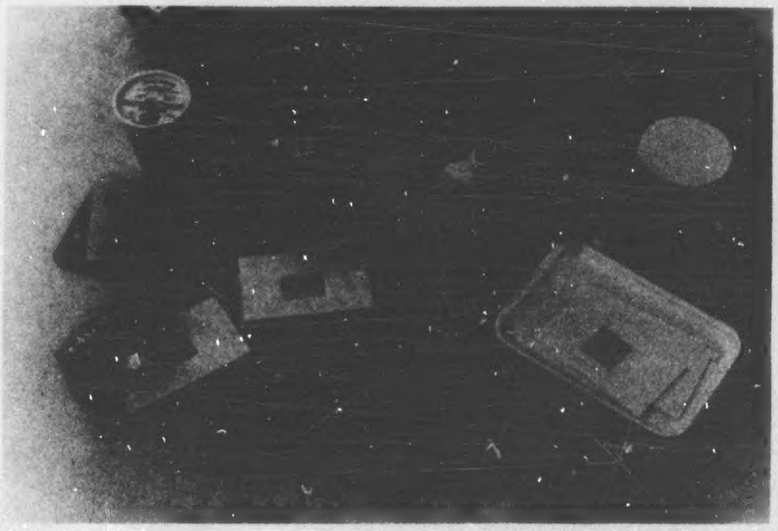
20 blank cards, 3" × 5"
centimeter ruler
shoe box
pictures from magazines or catalogs to match actual objects in the box.
glue, pencil, paper, magic marker

How to Make:

1. Draw or cut pictures from magazines that match the objects that you have gathered and glue the pictures to the 3 × 5 cards. Make sure the objects are not more than 18 centimeters long.
2. Place the matching objects in the shoe box.
3. Place game cards, ruler and pencil and paper in the box for storage until ready for use.

How to Play:

1. Take the box and remove the cards placing them face down on a pile to the left of the shoe box.
2. Adult will take the pencil and paper to record the object cards the child has selected and to record the child's estimate.
3. Child will pick up a playing card, look at the picture and guess how long the object is in centimeters.
4. Parent will record name of object and estimate.
5. Child will remove object from the shoebox and using the centimeter ruler will measure the object.
6. Adult will write correct answer alongside estimate.
7. Continue until all objects have been estimated and measured.



Variation: **A game board to increase perception and measurement skills.**

Materials Needed:

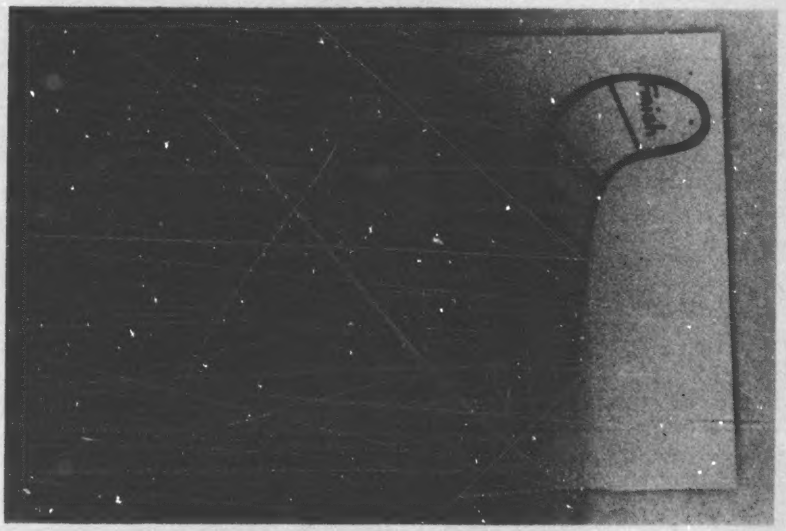
small centimeter ruler
12" × 18" piece of cardboard or oaktag
felt tip marker
35-5" × 2" rectangles cut from oaktag or cardboard
scissors
2 buttons or objects for markers

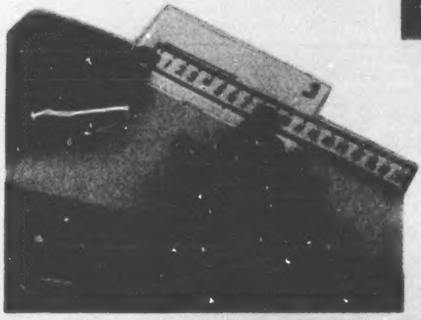
How to Make:

1. Draw a snake-like design on the 12 × 18 piece of oaktag for the game board, and divide the snake into sections.
2. Print Start at one end and Finish at the other end.
3. Leave most of the sections empty, but on a few write directions such as: Go Ahead 2 Spaces, Move Back One Space, and Take an Extra Turn.
4. On the 5 × 2 cards, draw lines between 1 and 12 centimeters long.
5. Write the numeral 1, 2, or 3 on the upper right hand corner of each card.

How to Play:

1. Place the cards face down in a pile. Put the game board on the table, with the player's markers on start.
2. The first player will pick a card from the pile and using the centimeter ruler he will measure the line on the card placing the 0 cm. at the beginning of the line.
3. If the child can read the correct measurement, he may move the number of spaces the card tells him to by looking at the numeral in the upper right hand corner of the card. (Parent must check each measurement).
4. The next player takes a turn.
5. The game continues until someone reaches the finish line.





PARTS OF A WHOLE

Objective: The child will learn the concepts of a half, a quarter, a third, and a whole.

Materials Needed:

three pictures which your child has made—any size
oaktag or cardboard cut to fit each picture exactly
glue, scissors, ruler, pencil.

How to Make:

1. Glue each picture onto the oaktag pieces.
2. Using a ruler, divide the first picture in half, and cut it in half. Divide the second picture into thirds, and cut it apart. Divide the third picture into quarters, and cut it apart.

How to Play:

1. Scramble all of the pieces together. Demonstrate to your child by picking out the pieces that go together to make a whole picture. Say: "These two pieces make a whole picture." Later on say, "These two halves make a whole."
2. Let your child experiment. When she has mastered putting the pieces together, tell her "This is a half. Two halves make a whole." Later ask her: "What is this piece?" pointing to the half. Later, ask her to find the halves. Do the same with the other fractions.
3. Remember that the skills of identifying parts of a whole and of naming those parts correctly develop over a period of time, with much practice.

FACT FAMILIES

Objective: The child will write addition and subtraction problems related to fact families.

Materials Needed:

shoe box
10 plastic straws
a piece of cardboard - the width of the shoebox
notebook paper, pencils, tape
glue, scissors, small plastic bag

How to Make:

1. Cut the piece of cardboard so that it is 1/2 the height of the box.
2. Glue the cardboard to the inside bottom of the box, placing it in the middle. You may want to reinforce the cardboard using tape.
3. Using the scissors, cut the straws in half and place them in the small plastic bag.
4. Store the straws, pencil and paper in the box until you are ready to play the game.

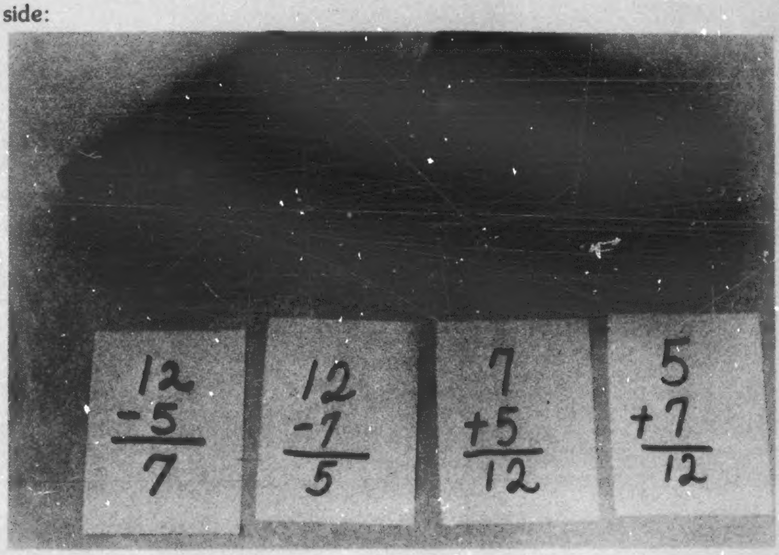
How to Play:

1. Remove the items from the box.
2. Give your child the pencil and paper.
3. Remove some straws from the plastic bag and place them in the shoe box and put the lid on the box.
4. Have your child hold the box and lid and shake the box. This will cause some of the straws to fall into each section of the box.
5. Remove the lid and ask your child to write two addition and subtraction problems on the paper to show how the straws landed.
6. Here are examples of problems that could be written using 12 straws. If five land on one side and seven on the other side, the problems would be:

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array} \qquad \begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array} \qquad \begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array} \qquad \begin{array}{r} 12 \\ -5 \\ \hline 7 \end{array}$$

If three land on one side and nine on the other side:

$$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array} \qquad \begin{array}{r} 9 \\ +3 \\ \hline 12 \end{array} \qquad \begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array} \qquad \begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array}$$



Your child can count the straws to make sure his answers are correct.

NUMBER FLOWERS

Objective: The child will be able to find the answers to addition and subtraction problems.

Materials Needed:

8 sheets of 9" × 12" yellow construction paper
1 sheet of 9" × 12" white construction paper
felt tip marker, scissors, pencil

How to Make:

1. Trace or draw nine circles, 1½" in diameter, on the white construction paper and cut them out.
2. Use the felt tip marker and write one numeral on each circle: 2, 3, 4, 5, 6, 7, 8, 9, and 10.
3. Trace and cut 54 petals out of the yellow construction paper. Six will match each flower.
4. Using the marker write the following problems, one on each petal:

(answer 2)	(answer 3)	(answer 4)
11 − 9	10 − 7	10 − 6
7 − 5	13 − 10	3 + 1
12 − 10	9 − 6	13 − 6
8 − 6	2 + 1	7 − 3
1 + 1	6 − 3	12 − 8
0 + 2	5 − 2	2 + 2

(answer 5)	(answer 6)	(answer 7)
14 − 9	12 − 6	11 − 4
12 − 7	11 − 5	14 − 7
11 − 6	15 − 9	13 − 9
3 + 2	14 − 8	12 − 5
4 + 1	3 + 3	5 + 2
9 − 4	2 + 4	3 + 4

(answer 8)	(answer 9)	(answer 10)
14 – 6	18 – 9	20 – 10
10 – 2	15 – 6	19 – 9
17 – 9	16 – 7	7 + 3
13 – 5	11 – 2	6 + 4
5 + 3	5 + 4	17 – 7
4 + 4	7 + 2	15 – 5

How to Play:

1. Have your child place all the centers of the flowers on a large work space such as a table top.
2. Remove the petals and place them in a pile so that the problem side is facing up.
3. Have your child pick up a petal and place it on the correct answer circle to make a flower.

Variations:

1. Change the game to a multiplication game by placing multiplication problems on the petals.
2. Change the game to a tree with a numeral written on it and make leaves with addition, subtraction or multiplication facts on them. The leaves can then be placed on the correct tree.

   Examples:

   × 1 = 3
   × 2 = 6 All can go on the three tree
   × 3 = 9
   × 4 = 12 + 1 = 4
   × 5 = 15 + 2 = 5
   × 6 = 18 + 3 = 5 + 2 = 1
   × 7 = 21 + 4 = 7 + 3 = 0

ANSWER PIGGY

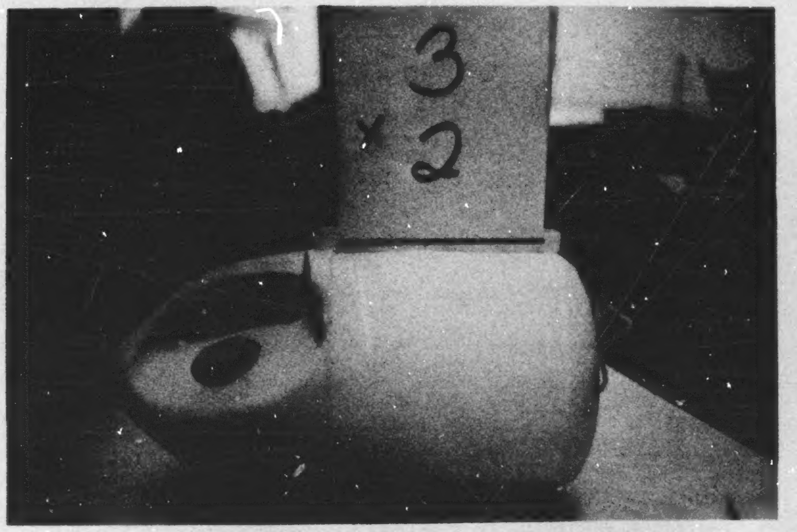
Objective: The child will review the multiplication tables.

Materials Needed:

1 clorox bottle (thoroughly empty and cleaned)
a sharp knife, pieces of felt (red, black, pink)
1 pink pipe cleaner, 4 bottle caps (same size)
tape, glue, scissors, felt tip markers, 5" × 8" pieces of oaktag or blank index cards (as many as you wish)

How to Make:

1. Cut out a piece of red felt the size of the clorox bottle cap. Glue it to the cap. With a felt marker, draw on two dots. This is the nose.
2. Cut out two black circles for the eyes, and glue on the bottle so that the handle is in the middle
3. Cut out two pink triangles and glue on as ears.
4. Poke a hole in the bottom of the bottle and insert the pipe cleaner, twist it into a cork screw shape as the tail.
5. Glue the 4 bottle caps to the bottom as feet so that the bottle does not rock but is stable.
6. With the knife, cut out a slit in the middle of the pigs back, which is ¼" wide and 5" long.
7. Take the index cards and draw a line across each card, (holding the cards so each is 5" across, 8" long) 2" from the bottom edge. In the large top portion of each card write a multiplication problem. In the bottom portion write the answer. Use magic markers for this.
8. Cut 2 pieces of oaktag 1" × ½" for each problem/answer card. Tape them onto the cards just above the dividing line on either side.



How to Play:

1. Place the cards in the answer piggy slot. Turn the pig so that the problems face your child.
2. Have your child tell you the problem and then his answer.
3. Lift the card — if the answer is correct, remove the card. If the answer is incorrect put the card in the back of the pile in the slot so that he does it again.

4. Once he has mastered all of the problems you can make up new cards. He will probably like to use answer piggy on his own—so let him, while you are free to do something else.

Variations:

1. Begin with the 1's multiplication table, then do the 2's, etc. After your child has mastered them all, mix them up. Doing this while he is learning the tables in school will reinforce his learning and help him to be successful.
2. Use the answer piggy for addition and subtraction problems too. Or make up cards that teach number sequence — e.g. 198, 199 on the top of the card, and the answer is 200.

Number Concepts 2nd Grade

BEFORE AND AFTER

Objective: The child will be able to show which numeral will come before and after a given numeral.

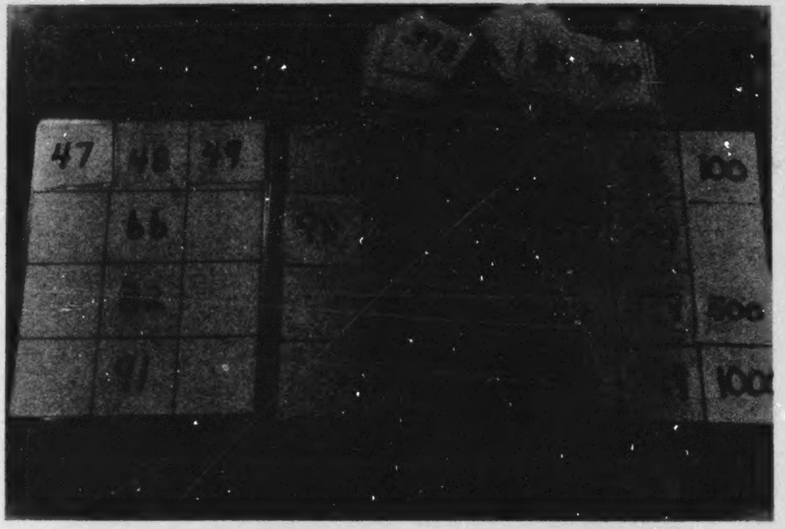
Materials Needed:

4 pieces of white construction paper 9" × 12"
16 blank index cards 3" × 5"
scissors, ruler, felt tip marker or pen

How to Make:

1. Cut the index cards in half (2½" × 3")
2. Use the pen and ruler to draw 2 lines down the length of the paper 3" from the edge of each side.
3. Draw a line across the paper every 3" so that you have twelve equal sized boxes.
4. Repeat the procedure on the other three pieces of 9" × 12" paper.
5. On the small cut up 2½" × 3" cards write the following numerals: 47, 49, 65, 67, 81, 83, 90, 92, 49, 51, 98, 100, 22, 24, 24, 43, 45, 15, 17, 76, 78, 34, 36, 39, 41, 13, 15, 79, 81, 69, 71, 96 and 98.

91
99
23
24
298
299
99
499
500
999
1000



6. Take the first piece of construction paper and write the numerals 48, 66, 82, and 91 in the middle column.
7. Take the second piece of construction paper and write the numerals 50, 99, 23 and 44 in the middle column.
8. Take the third piece of construction paper and write the numerals 16, 77, 35 and 40 in the middle column.
9. On the fourth piece of construction paper write the numerals 14, 80, 70 and 97 in the middle column.

How to Play:

1. Shuffle the index cards and place them in a pile on the table.
2. To the right of the card pile place all four game boards in a row from left to right in front of your child.
3. Ask your child to pick up the small cards and to find which game board it goes on.
4. Ask your child to place it on the board saying what comes before or after. For example 47 comes before 48, 92 comes after 91.
5. Continue until all the boards are complete.

Variations:

1. Increase the skill level required by adding 3 digit numbers to gameboards, for example 399, 478, 365, 201 and have your child find the numbers that come before and after.
2. Increase the skill level required by using numbers ending in 99 on the gameboard. For example, use 199, 299, 399, and 499 and have your child find the numbers that come before and after.

BEARS AND HONEY JARS

Objective: The child will be able to correctly find the missing factor in an equation.

Materials Needed:

brown construction paper, 10" × 6½", for each bear
white or light tan construction paper, 3" × 3", for each honey pot
felt tip markers, scissors

How to Make:

1. Trace and cut out at least 8 bears.
2. Add eyes, ears, etc. with markers.
3. Place one numeral on each bear. For example, 3,4,5,6,7,8,9,10.
4. Trace and cut out honey pots, add detailing.
5. On each honey pot place an equation leaving out one numeral factor. For example, 4 + ____ = 9, 5 + ____ = 10, 3 + ____ = 7.

How to Play:

1. Place the bears in a line in front of your child.
2. Put the problem cards in a pile to the left of the child, face up.
3. Have your child pick up a problem card and decide which bear has the missing numeral. The child can then place that card below the bear and pick another card.
4. Check his work when he is done. Remember to praise his efforts as well as his successes.

Variations:

1. This game can be used for addition, subtraction and multiplication problems by just changing the problems on the honey pots.
2. Remember in the beginning of second grade, have the problems going only to ten. By the second half of the year you can increase the amounts up to and including 18.

THE HUNGRY PELICAN

Objective: The child will be able to correctly identify the numeral that is greater than or less than another numeral when given two numerals.

Materials Needed:

11 index cards or blank white paper, 3" × 5"
black and yellow felt tip markers
11 pieces of white construction paper, 8" × 6"
scissors, pencil, ziploc bag

How to Make:

1. Trace and cut 11 pelicans out of the white paper.
2. Use the yellow marker to define the beak on both sides.
3. Use the black marker to add details and to heavily outline the beak on both sides.
4. Cut all the 3" × 5" cards in half so you have 22 - 2½" × 3" cards.
5. Write numerals 0 through 10 on 11 cards and repeat.
6. Place all in a zipioc plastic bag.

How to Play:

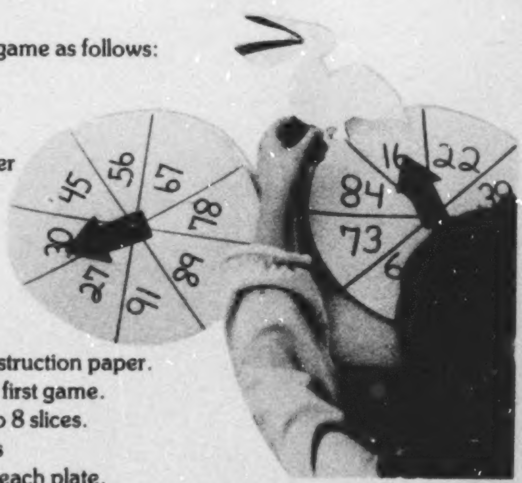
1. Place the pelicans in a pile and the numeral cards in another pile.
2. Select two numeral cards and place them in front of your child.
3. Ask your child "Which numeral is bigger?"
4. After the child has correctly responded, tell the child that the pelican gets very hungry and if he eats the bigger numeral he will get filled faster, so he always opens his beak to face the biggest numeral. Ask you child to place the pelican next to the biggest numeral so that the beak is open wide toward that numeral. Eg; 8 > 3.
5. Continue playing until all the cards and pelicans have been used.

Variations:

1. For grade level 2 you can make the game as follows:

Materials Needed:

piece 3" × 6" white construction paper
2 white paper plates
2" × 3" piece of black construction paper
2 brass fasteners, ruler, scissors
black and yellow felt tip marker



How to Make:

1. Cut one pelican out of the white construction paper.
2. Using the markers decorate as in the first game.
3. Use the ruler to divide each plate into 8 slices.
4. Using the black paper make 2 arrows
5. Use fasteners to attach one arrow to each plate.
6. Print the numerals 30, 45, 56, 67, 78, 89, 91 and 27 on one plate and the numerals 16, 22, 39, 41, 58, 62, 73 and 84 on the other plate. Put one numeral in each section of the plate.

How to Play:

1. Have the child spin the arrows on each plate.
2. Ask you child to pick up the pelican and place it so that its mouth is open toward the larger numeral.

Additional Variations:

2. Use same game to find the smallest numeral. Point the pelican's beak indicating less than.
3. As skills increase add 3 digit numerals to the plates.

Shapes, Space and Measurement — 2nd Grade

DIMES AND PENNIES

Objective: The child will become familiar with the value of the coins. He will be able to count the amount represented by the coins, become familiar with place value, and practice addition.

Materials Needed:

9 dimes, 9 pennies, 20 blank index cards, 3" × 5",
2 felt tip markers - one red & one blue
a ruler, notebook or tablet
paper, pencil

How to Make:

1. With the red marker, print the word "dime" and the symbol "10's" at the top of each of 10 index cards. Draw a line under each.
2. Under the line, write one numeral from zero to nine on each card.
3. With the blue marker, print the word "pennies" and "1's" at the top of each of the 10 remaining index cards. Draw a line under each.
4. Under the line, write one numeral from zero to nine on each card.
5. Place the dimes and pennies in a small container (box, jar, cup, baggie).

How to Play:

1. Place the dime cards & penny cards in two piles in front of your child. Place the container of dimes and pennies to his left, and paper with pencil in front of him.
2. Have your child select a dime card and a penny card from the piles. Place them in front of him with the dime card on the left.
3. Ask your child to pick up the amount of dimes and pennies indicated on the cards he has chosen. Have him place them below or on the appropriate cards.
4. Help him to count and add up the money. For instance, if he has chosen 2 dimes & 5 pennies, that is two tens and five ones or twenty five cents. He should use the paper and pencil to record the sum.
6. Continue until all cards are used.

Shapes, Space and Measurement 2nd Grade

FRACTION PUZZLES

Objective: The child will be able to recognize and name different fractions.

Materials Needed:

10 blank index cards, 5" × 8"
ruler, pencil, scissors, felt tip marker, protractor, and a plastic bag

How to Make:

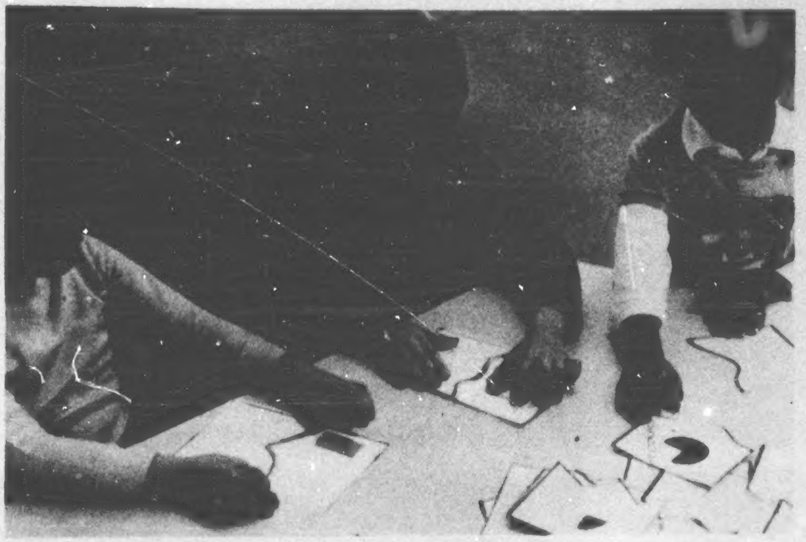
1. Place the index cards so that the 5" edges are at the top and bottom when making all cards.
2. Take 5 cards and draw a rectangle on each card (2" × 4") on the top half of the cards.
3. On the first card divide the rectangle in half by drawing a line down the middle. Color in one of the sections.
4. On the bottom of the card write the fraction "½".
5. In the middle of the card draw a zig zag or wavy line which will separate the picture of halves from the symbol "½". Cut the card following the line.
6. On the second card divide the rectangle into three equal sections. Color in one section. Write "1/3" on the bottom of the card. Draw a different wavy line across the middle of the card and cut it apart.
7. Follow the above directions for the third card, but color in two sections and write "2/3" on the bottom of the card.
8. On the fourth card divide the rectangle into 4 equal parts. Color in one section. Write "1/4" on the bottom. Draw a different line and cut apart.
9. On the fifth card divide the rectangle into 4 equal parts as above but color in 3 sections. Write "3/4" on the bottom and draw a different line to cut apart.
10. Take the remaining 5 index cards and draw a 2" diameter circle on the top half of each card.
11. On the first card divide the circle in half using the protractor. Color in one half and write "1/2" on the bottom, draw a wavy line and cut apart.
12. On the second and third cards using the protractor divide the circles into thirds, (3

- 120° sections). On one card color in one section and write "1/3" on the bottom. On the other card color two sections and write "2/3" on the bottom. Draw wavy lines and cut both cards apart.

13. On the fourth and fifth cards divide the circles into fourths using the protractor (4 -90° sections). On one card color in one section and write "1/4" on the bottom. On the other card color in three sections and write "3/4" on the bottom. Draw wavy lines and cut apart both cards.
14. Place all pieces in a plastic bag.

How to Play:

1. Give your child the puzzle pieces and have him put the puzzle pieces together.
2. After he has mastered #1, have him look at each picture card and name the fraction. Then have him find the missing pieces.



AT THE STORE

Objective: The child will be able to buy items at the "Store" using the correct amount of coins.

Materials Needed:

2 pieces of oaktag or cardboard, 9" × 12"
felt tip markers, scissors, envelope or old wallet to hold money
money - 10 dimes, 10 nickels, 4 quarters, 2 half dollars, 10 pennies, 2 dollars bills
Assortment of items from your kitchen cabinet, bathroom, toy shelf, etc.
sandwich bag

How to Make:

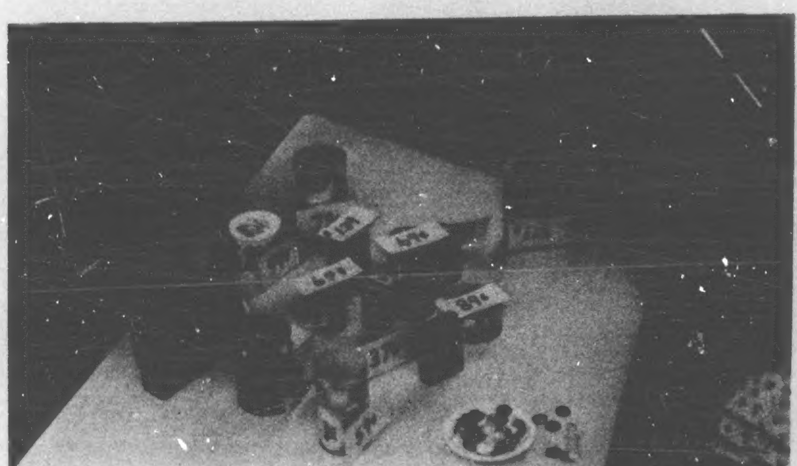
1. Cut 2" × 4" cards out of the oaktag or cardboard.
2. Using the felt tip pen, write money amounts on the cards - one amount on each card for each item you will have in the store, for example: $1.21, 33¢, 55¢, 20¢.
3. Gather the money, place in an envelope or wallet.
4. Place the money cards in a small plastic sandwich bag.

How to Play:

1. Gather the items for your store and place them together on a table or the floor.
2. Place a money card on each item.
3. Give your child the coins.
4. Ask him to pick an item from the store and have him give you the correct amount of money for that item.
5. Review the coins and price cards.
6. Have the child pick another item.
7. Continue to play and see how many items can be correctly bought.

Variations:

1. Your child can be the storekeeper and you can be the buyer.
2. Increase the skill by asking for different ways to get the same amount of money. For example: 34¢ can be 6 nickels and 4 pennies, or 3 dimes and 4 pennies, or 1 quarter, one nickel and 4 pennies.
3. You can have this as a permanent game by using clean empty boxes or containers, or clothing, etc. and storing them in a grocery bag.
4. You can add some real food such as apples, raisins, carrots that the child could buy and eat.



THE MONEY MACHINE

Objective: The child will be able to select the coins that equal a given numeral amount.

Materials Needed:

1/2 gallon milk carton
2 quarters
2 dimes
4 nickels
4 pennies
10 paper squares, 3" × 3"
scissors, pen, plastic bag

How to Make:

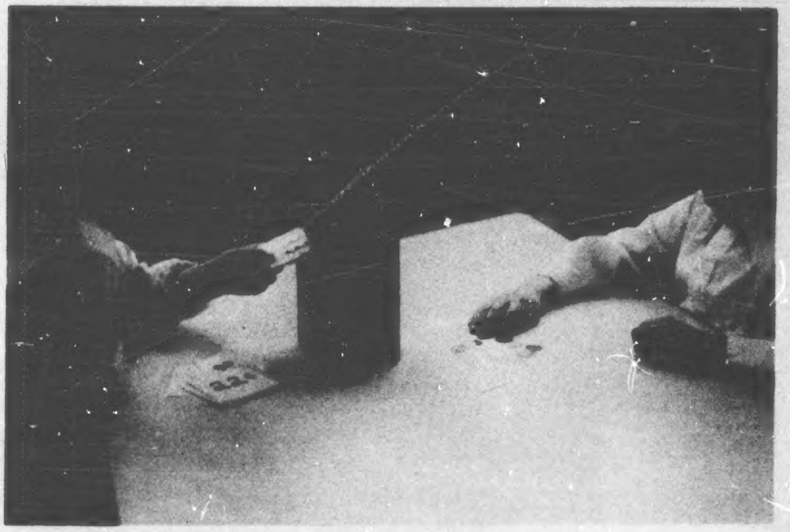
1. Make two 4" long × 1" wide slots on one side of the milk carton. One slot near the top, the other near the bottom.
2. Cut out the opposite side of the milk carton leaving at least a 3/4" margin on the sides.
3. On each of the 3" × 3" squares, write one of the following amounts: 27¢, 68¢, 22., 13¢, 34¢, 4¢, 62¢, 39¢, 93¢ and 82¢.
4. Gather the money and place the cards and the money in a small plastic bag.

How to Play:

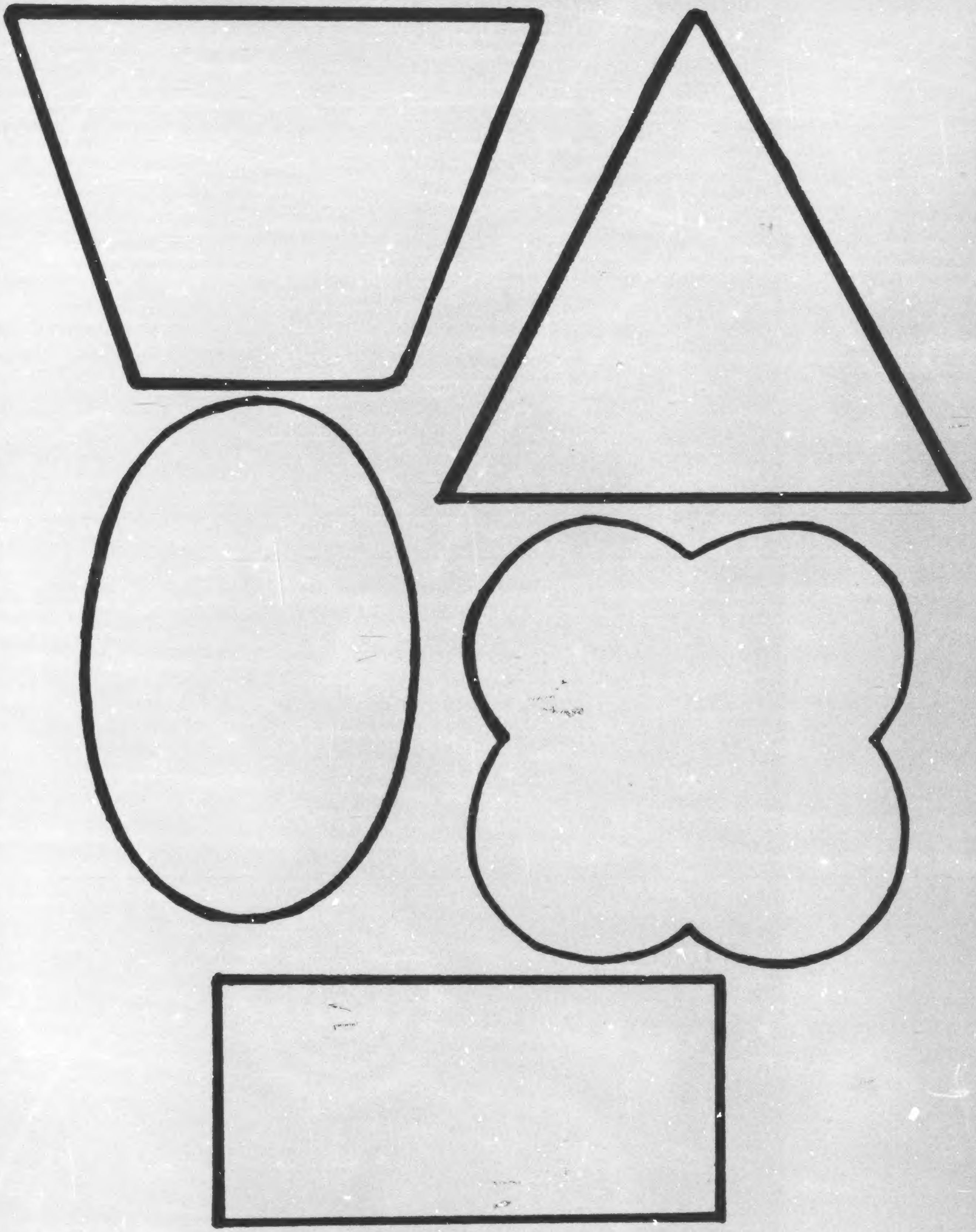
1. Give your child the coins and you keep the cards.
2. Place the milk carton so that the slots face you and the open back faces your child.
3. Take one of the 3" × 3" money cards and place it in the upper slot.
4. The child will remove the card from the back of the carton.
5. The child will select the right amount of coins from the pile and pass them to you through the bottom slot.
6. Count the coins to see if he has given you the right amount.
7. Review the coins by repeating the question and answer. 27¢ is two dimes, one nickle and two pennies, or 27¢ is one quarter and two pennies.

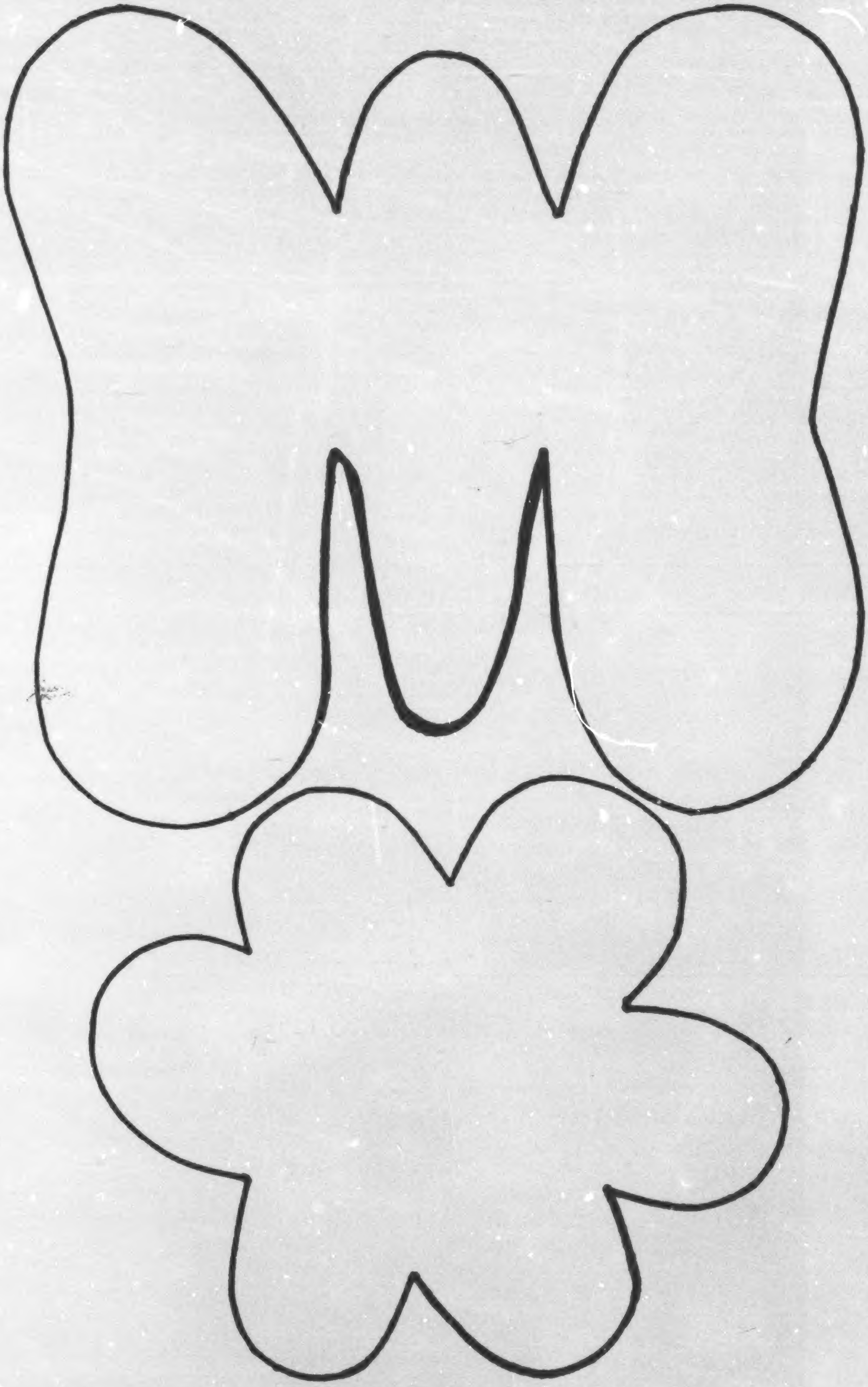
Variations:

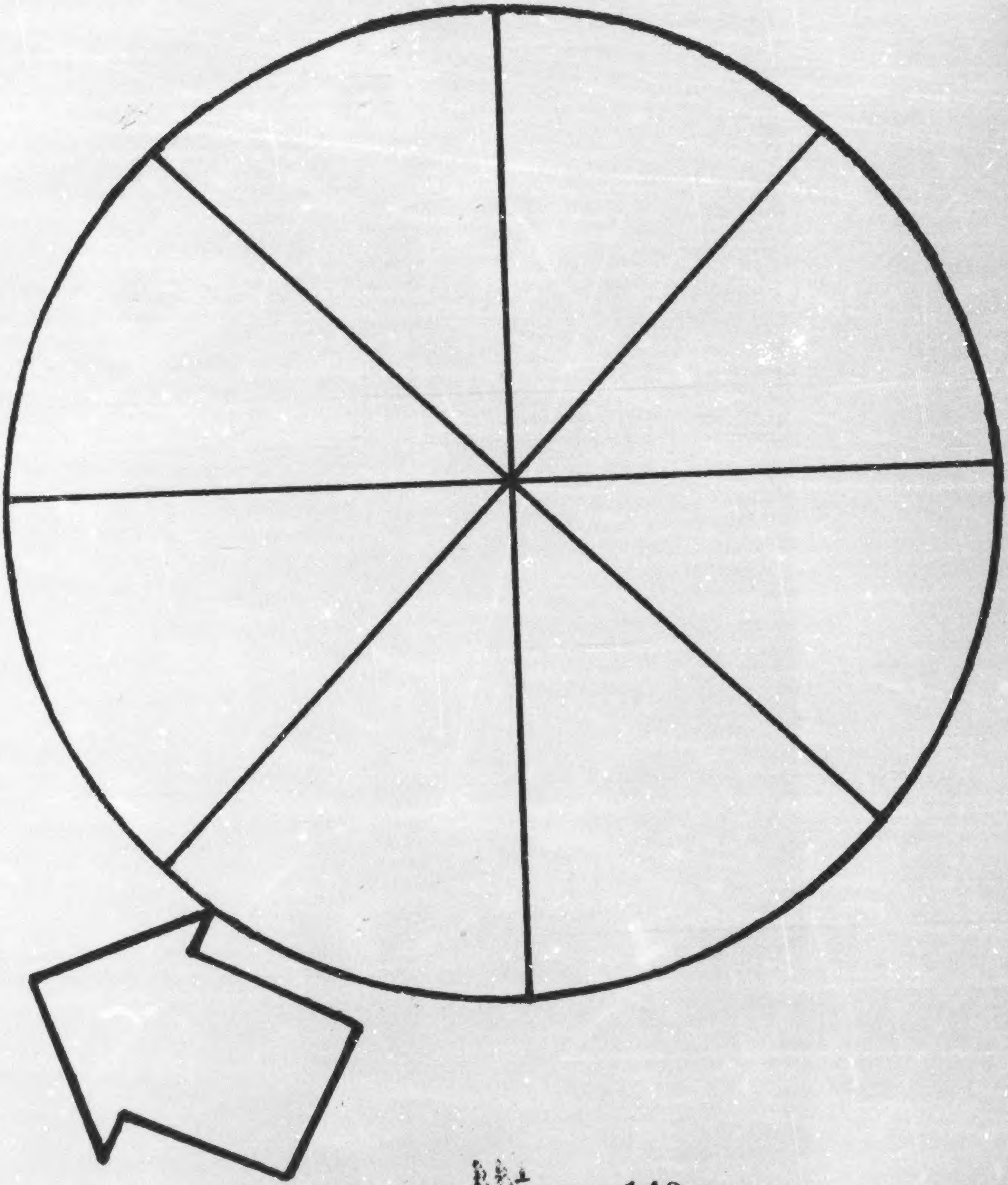
1. As the child's skill increases, increase the coins and amounts used.
2. Reverse the game and give the child the coins and have him select the correct numeral card.

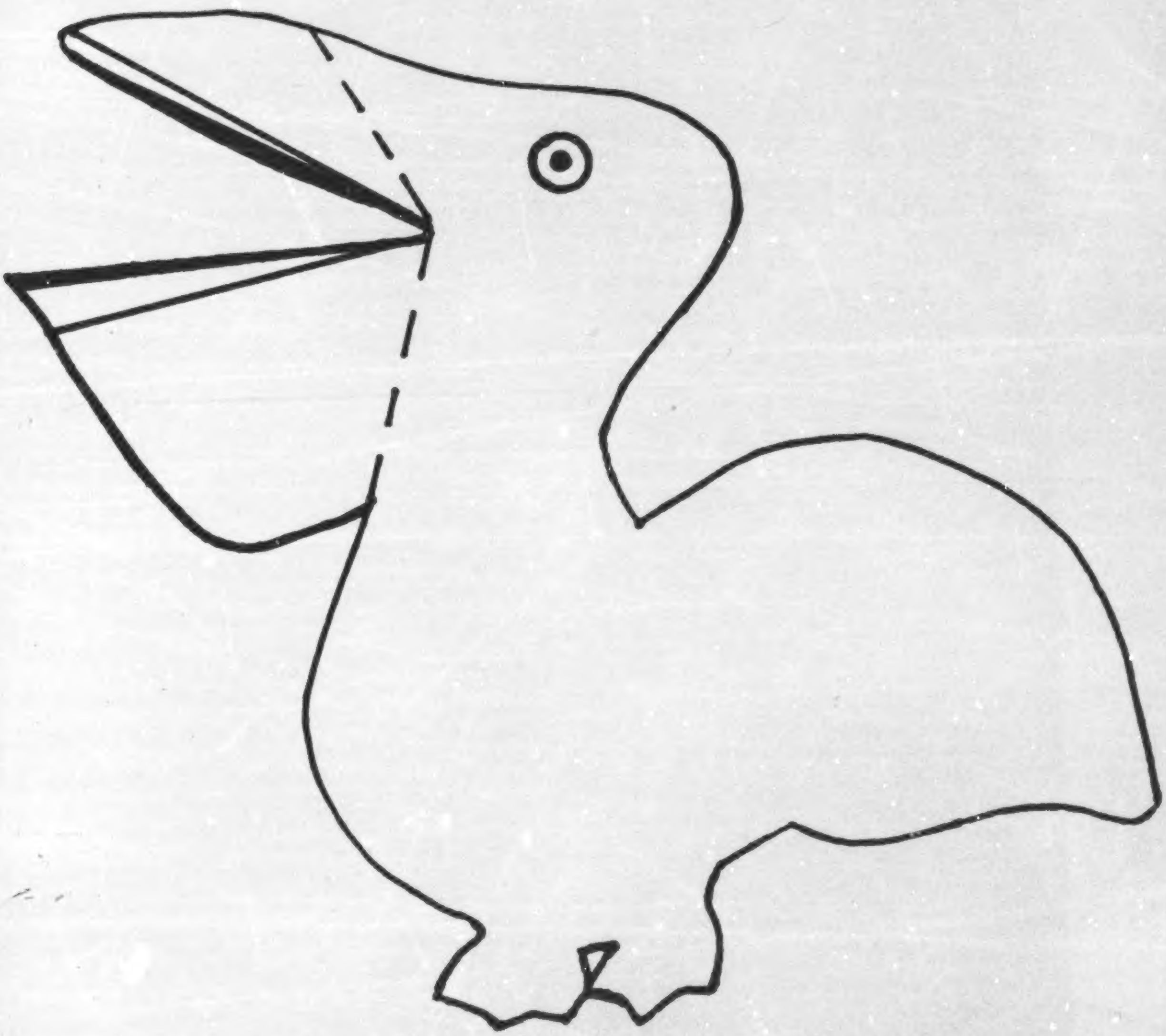


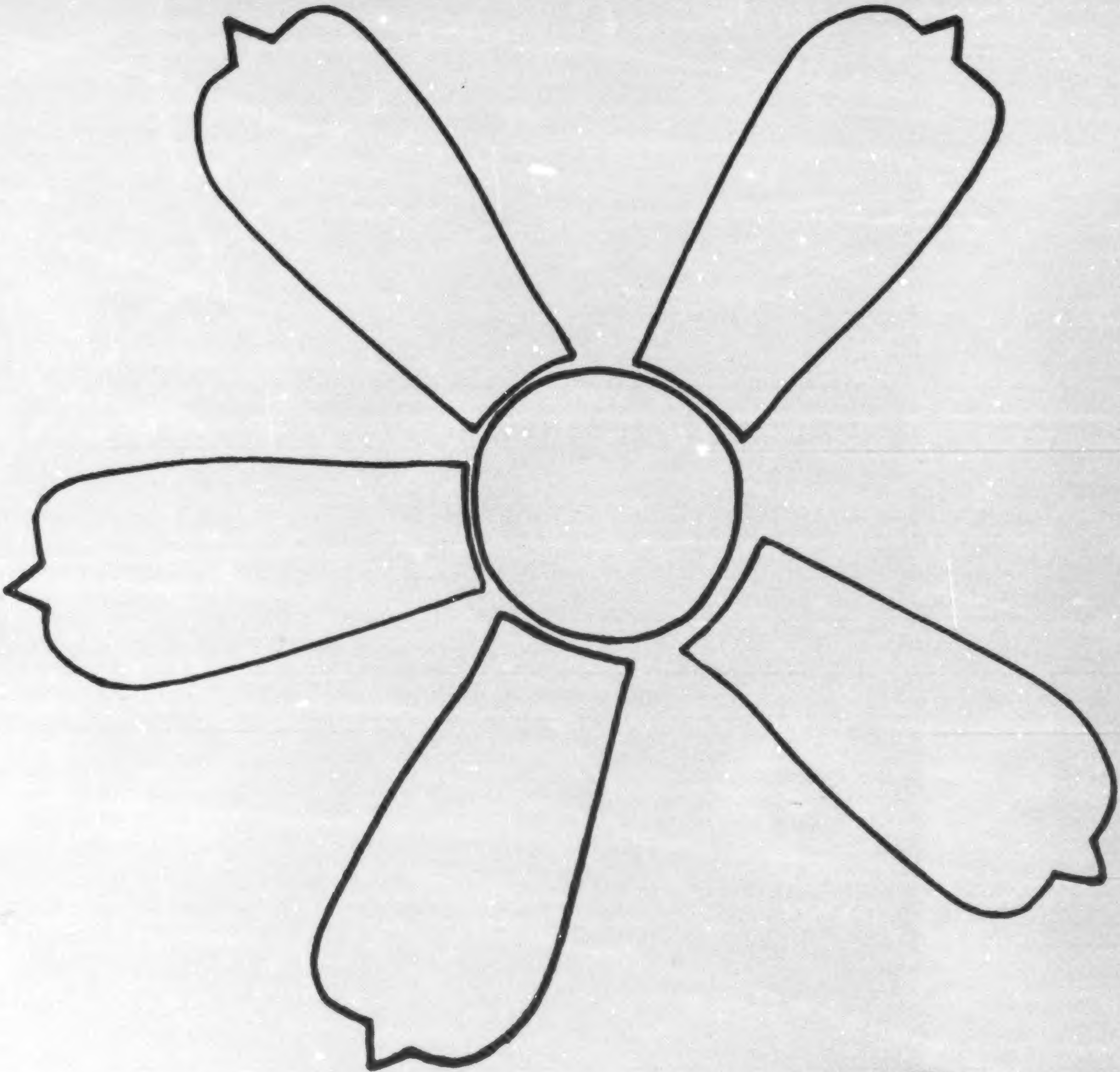
TEMPLATES

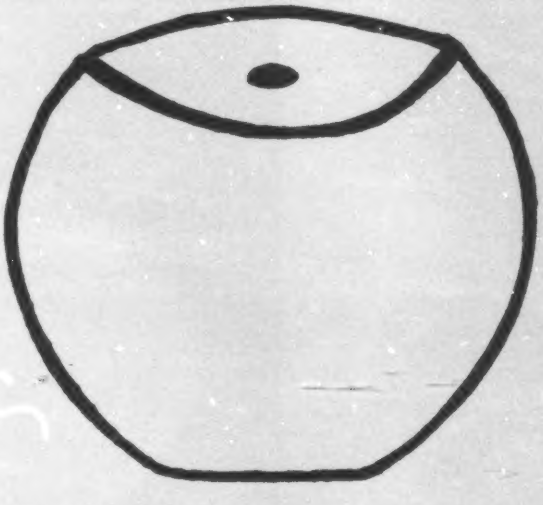


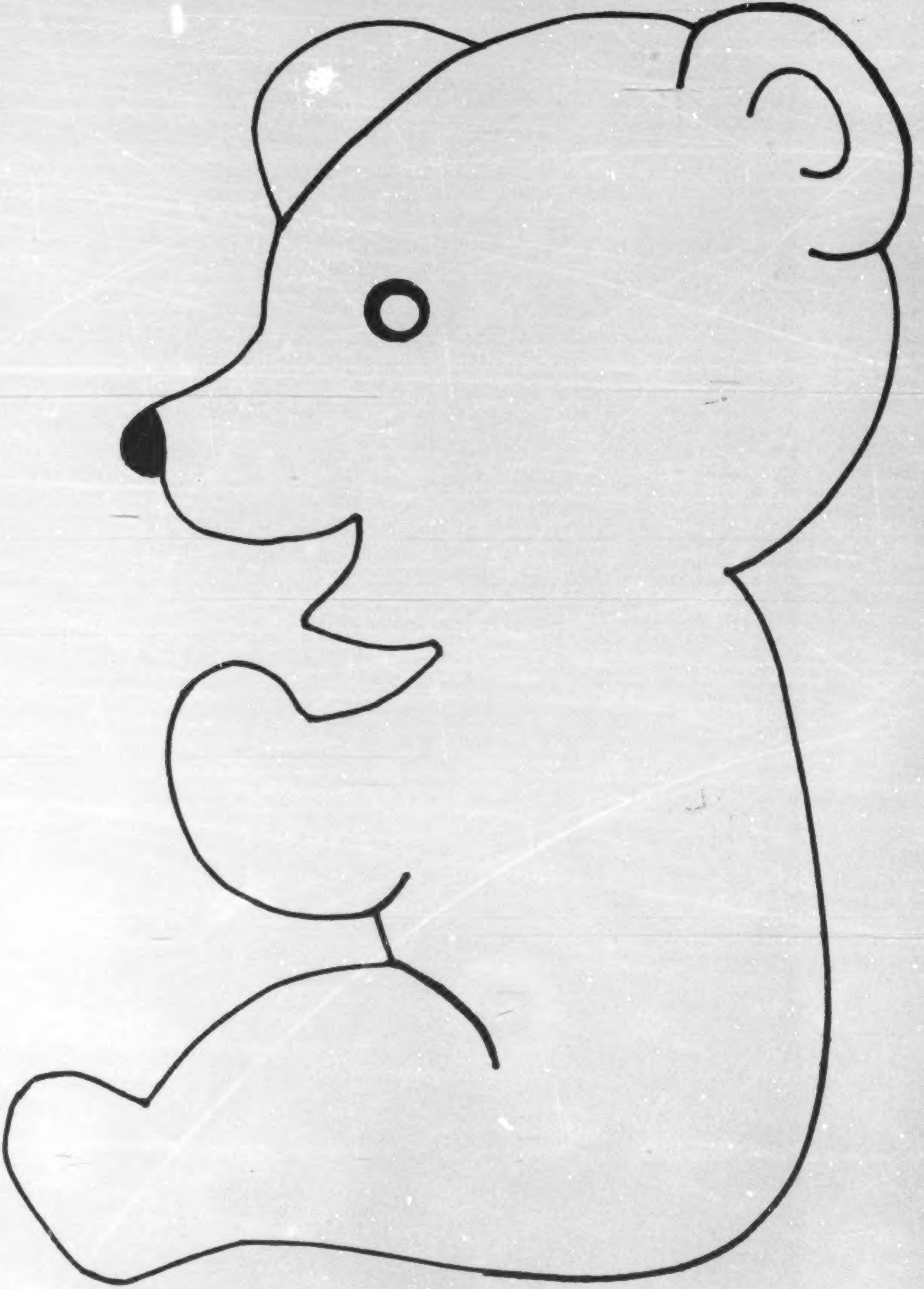


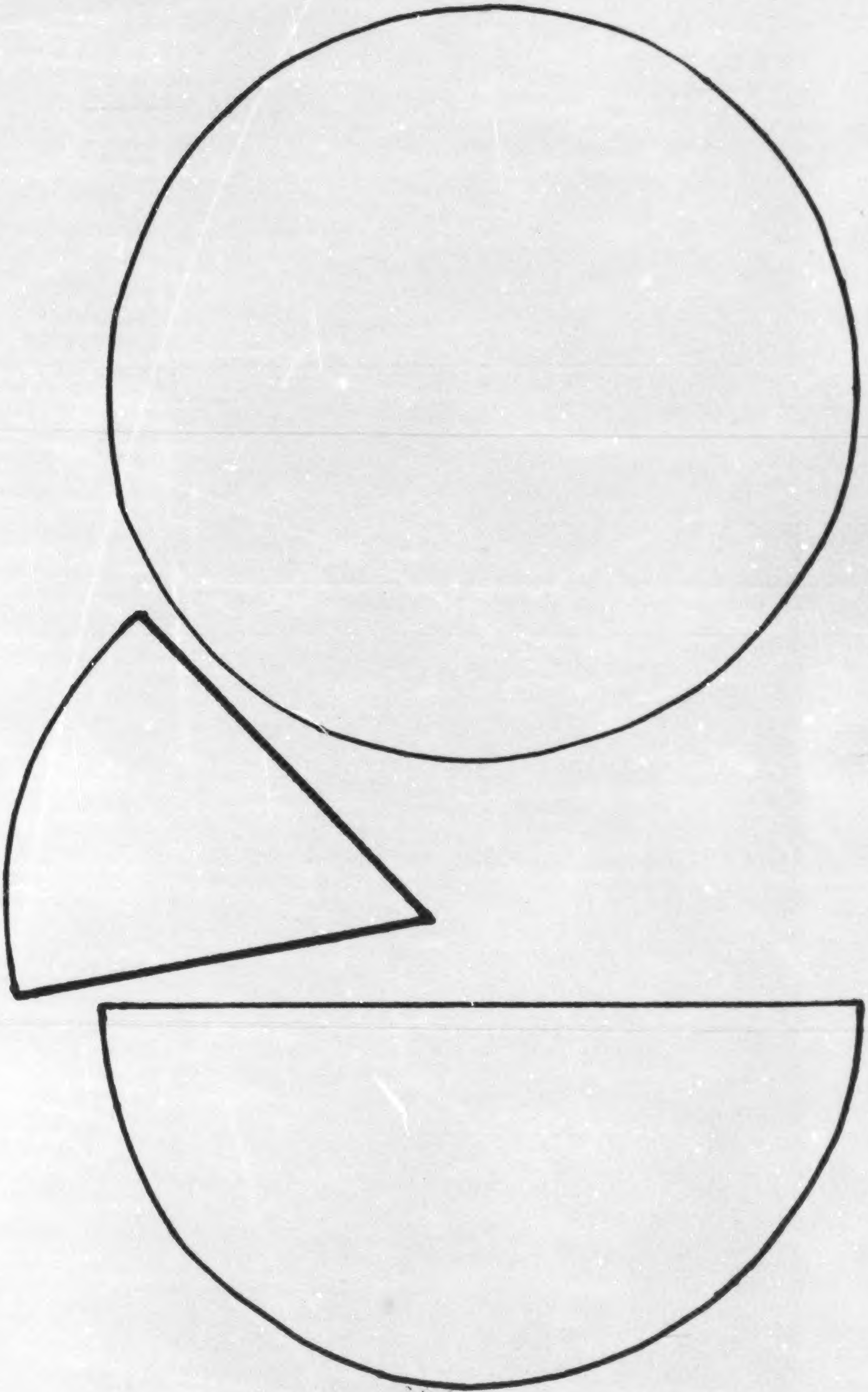


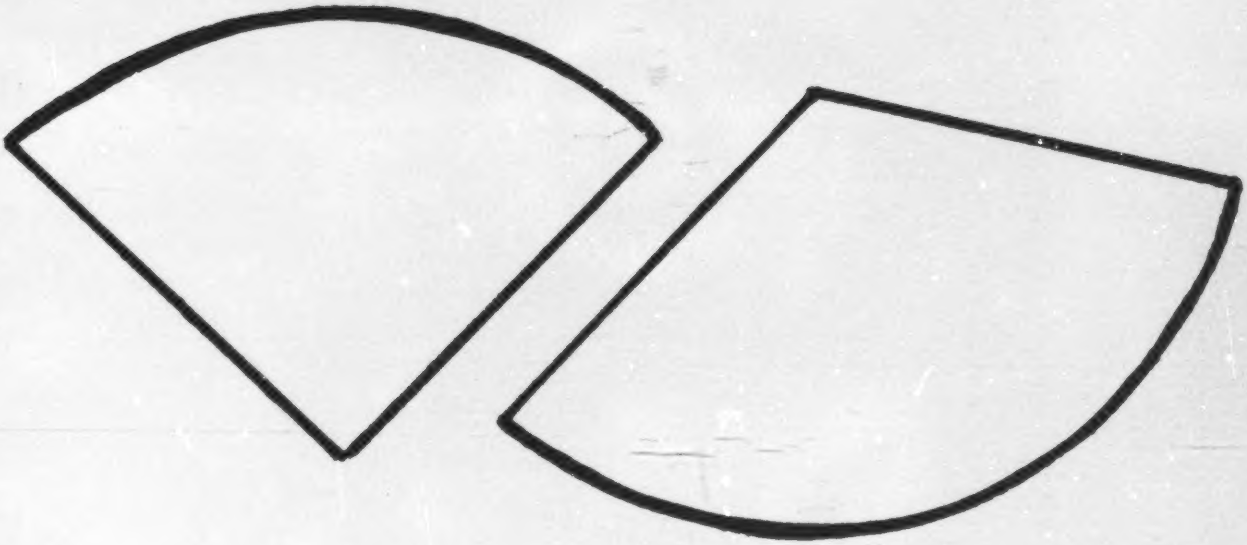


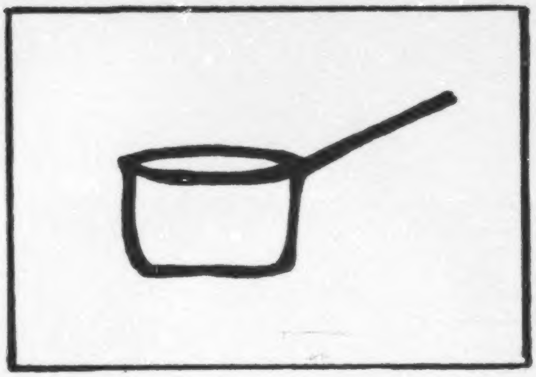


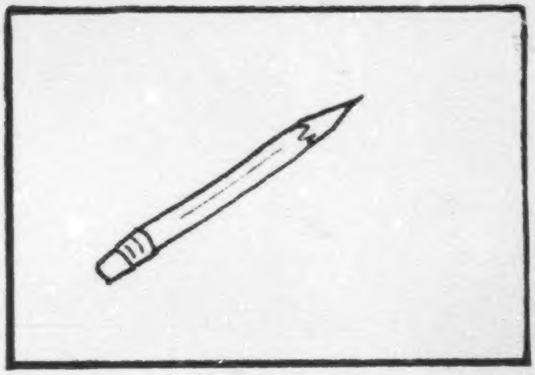


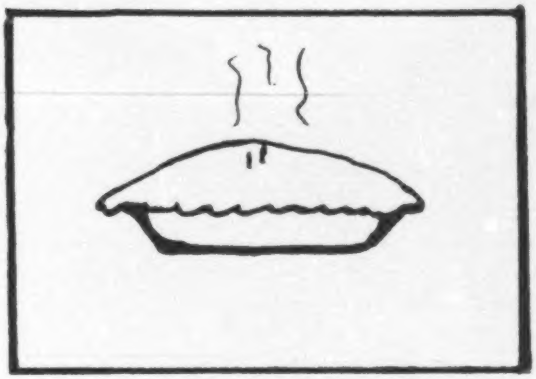


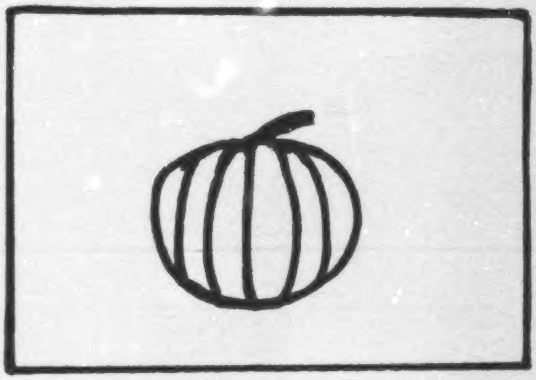


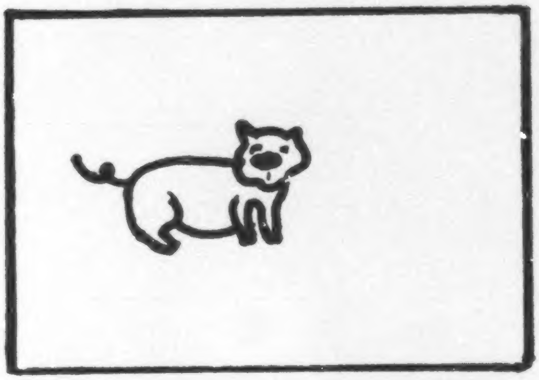


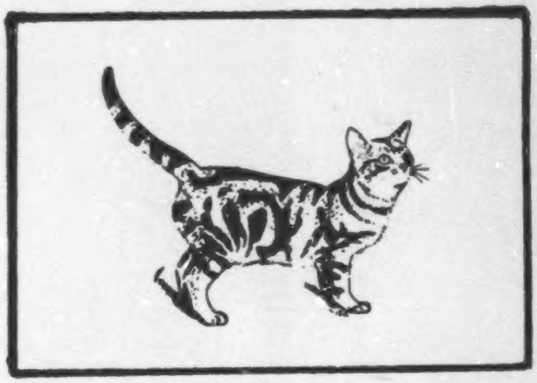


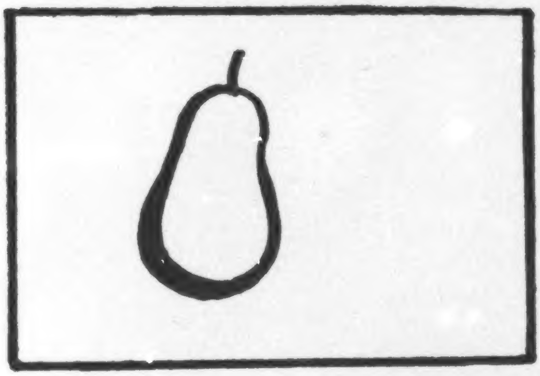


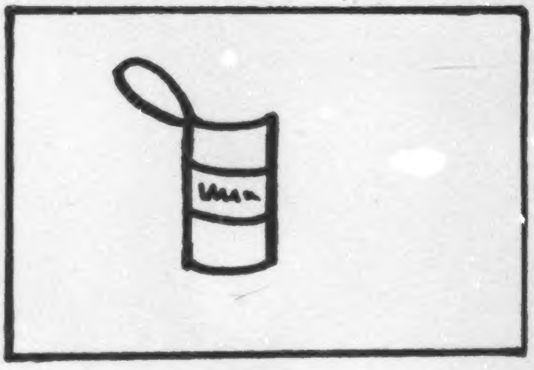


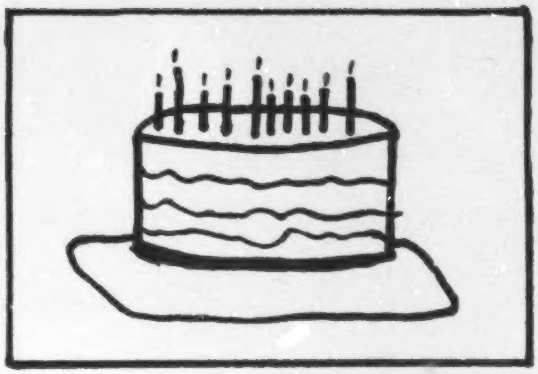


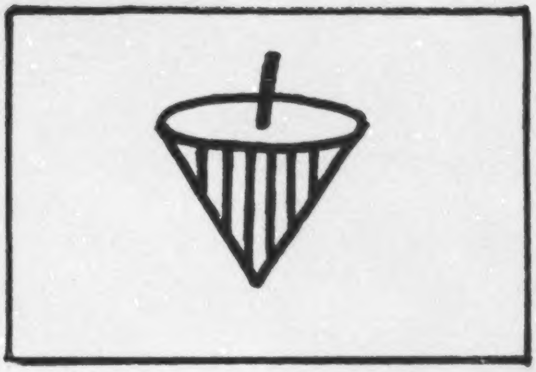


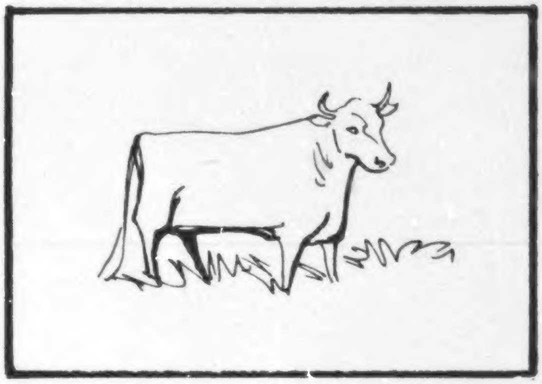


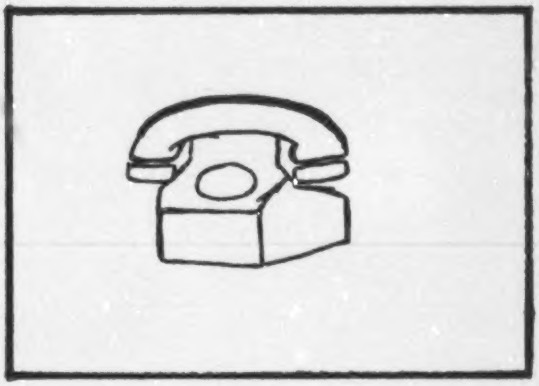


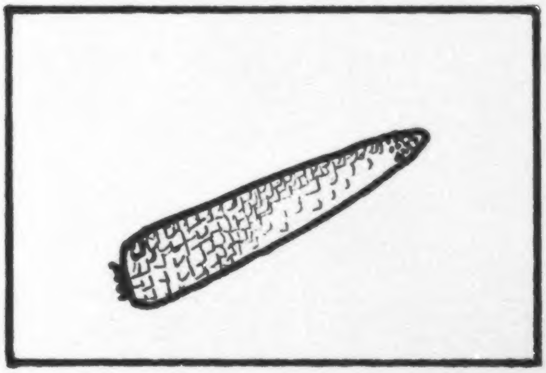


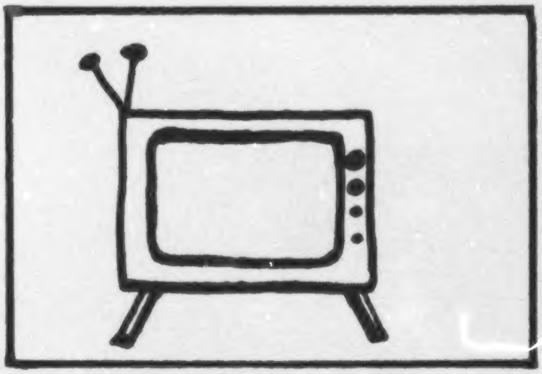


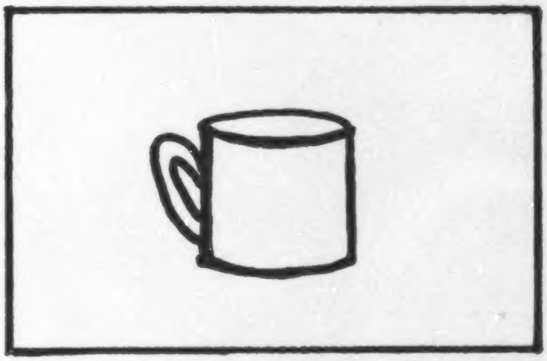


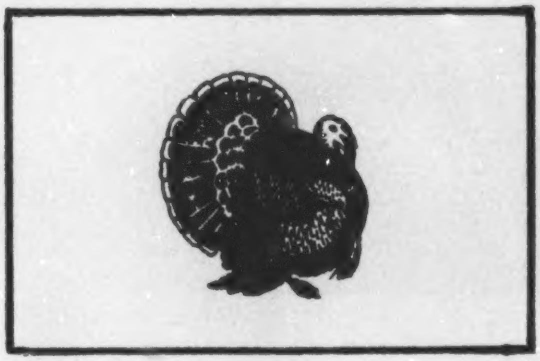


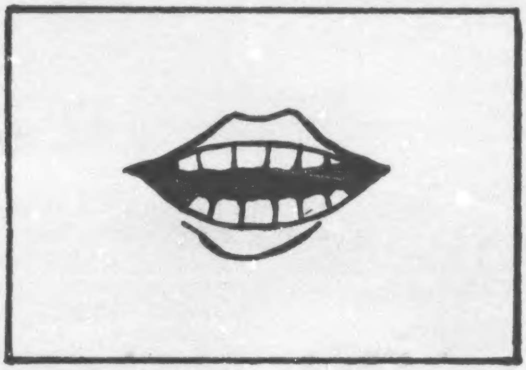


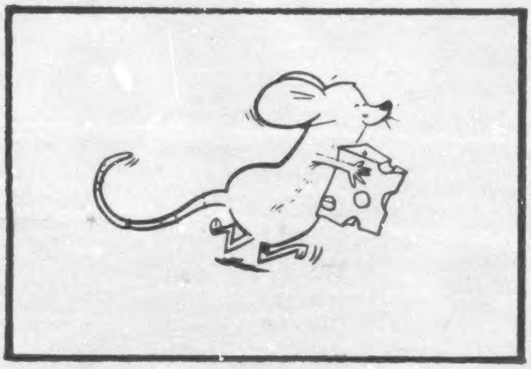


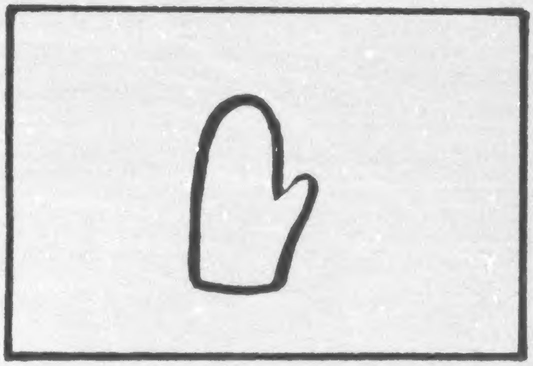


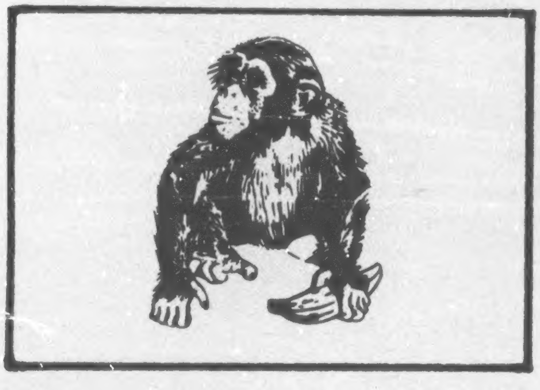












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